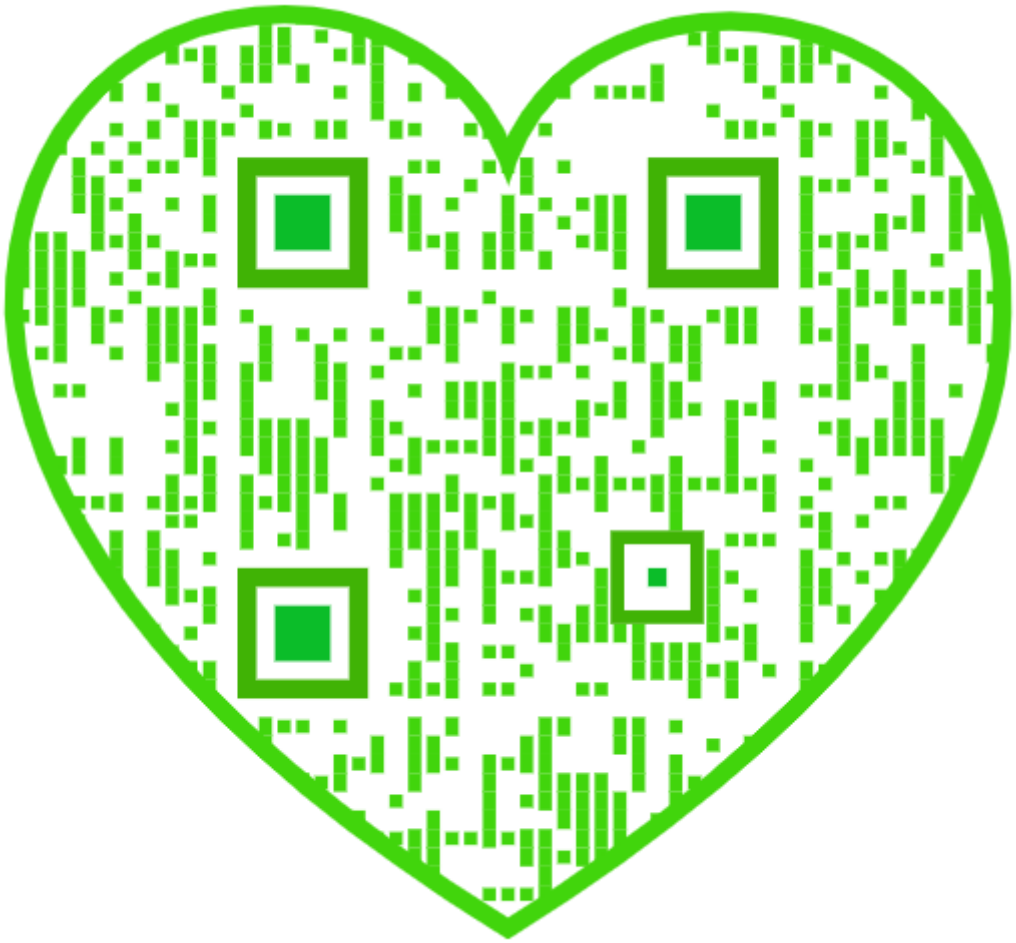

ELSON-RUNKEL PRIMER

By

WILLIAM H. ELSON

AUTHOR ELSON GRAMMAR SCHOOL READERS

AND

LURA E. RUNKEL

PRINCIPAL HOWE SCHOOL, SUPERIOR, WISCONSIN

Illustrated By

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SCOTT, FORESMAN AND COMPANY
CHICAGO NEW YORK

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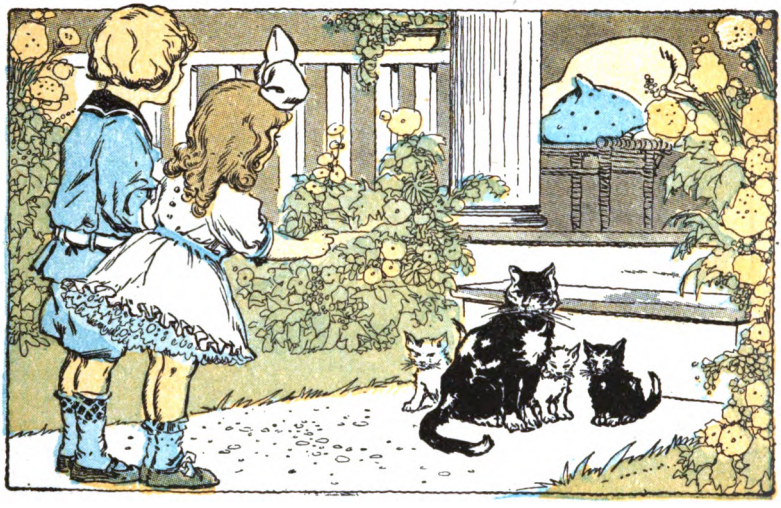
INTRODUCTION

This book is based upon the belief that *interesting material* is the most important factor in learning to read; that the key-note of interest is the story-element, the plot; and that the child's delight in the oral story should be utilized in the very *first steps* of reading. This basis is the distinguishing feature of the Primer.

In consequence, *real stories,* rich in dramatic action, have been chosen—stories which make use of the child's curiosity in "what is going to happen next"—stories which have a plot, a series of incidents, and an outcome; hence the child "gets somewhere" with his reading. The story element has been unfolded in such a way as to make each page a distinct unit. The PRIMER lessons presuppose that the teacher has first told the children the fuller stories, as given in the Teachers' Manual which accompanies this book. While these oral stories will add greatly to the children's content and interest, nevertheless, the stories in the PRIMER are complete units in themselves.

The sources of child literature have been searched for stories of genuine interest, which at the same time deal with life within the range of the child's experience. The list chosen includes twenty-eight stories and verses, which, by reason of their conceits, their joyous note, and their ethical ideals, make a strong appeal to children. Modern stories by such well-known writers of children's literature as Laura E. Richards, Maud Lindsay, Emilie Poulsson, Carolyn S. Bailey, Frances Weld Danielson, Jane L. Hoxie, Josephine Jarvis and others, are included, as well as some of the simplest and best of the Mother Goose Rhymes and Folk Tales.

ANIMALS AND BIRDS



THE CAT'S DINNER

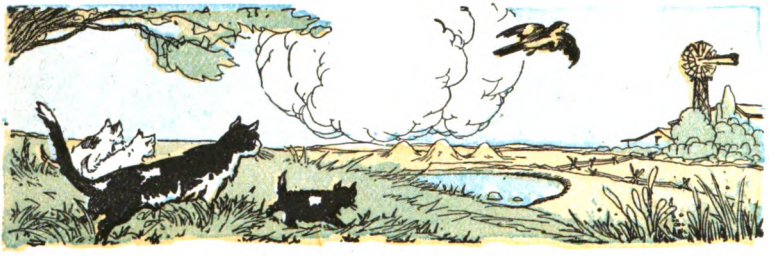
See the cat.

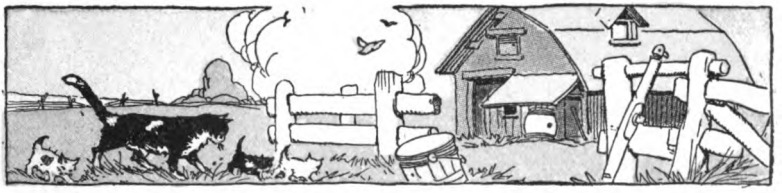
See the kittens.

Come, cat, come!

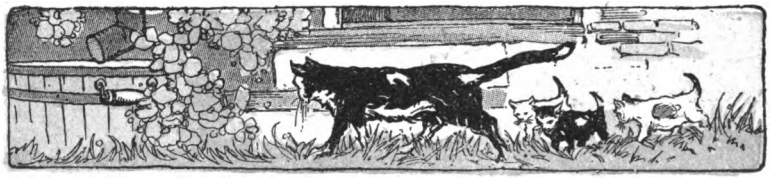
Come, kittens, come!

The cat saw a bird.
The kittens saw it, too.
The bird saw the cat.
It saw the kittens, too.
The bird flew away.



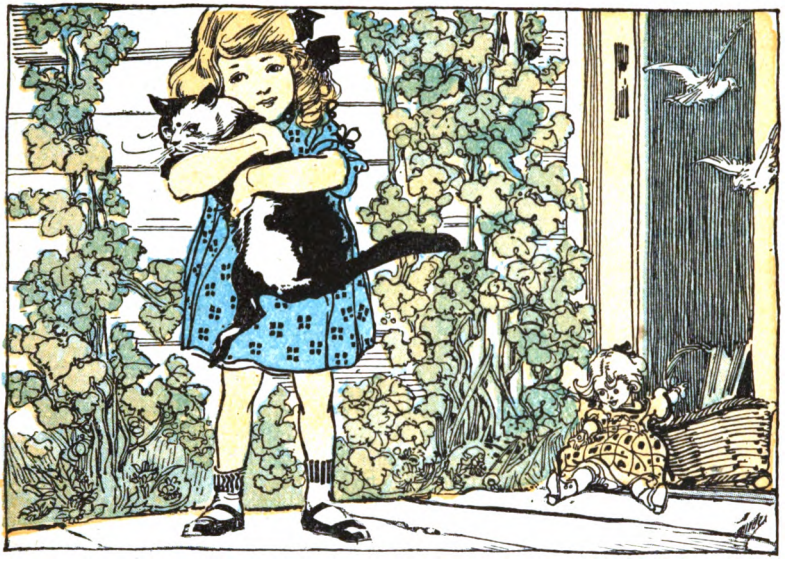


The cat said, "Come, kittens!
Come to the barn."
The cat went to the barn.
The kittens went, too.
The cat saw a mouse.
The mouse saw the cat.
The mouse ran away.



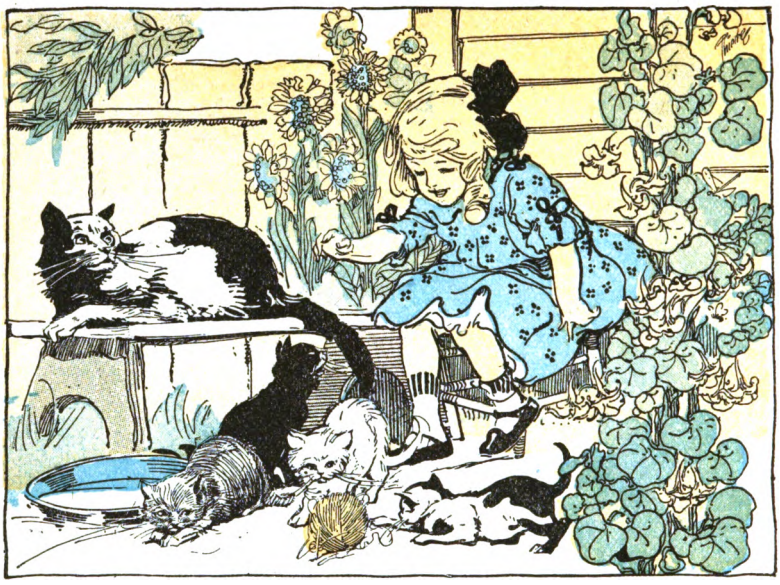
The cat went to the house.
The kittens went, too.
We said, "Come, cat, come!
Come, kittens, come!"
We gave them milk for dinner.

LILLIAN M. ALLEN.



SPOT'S KITTENS

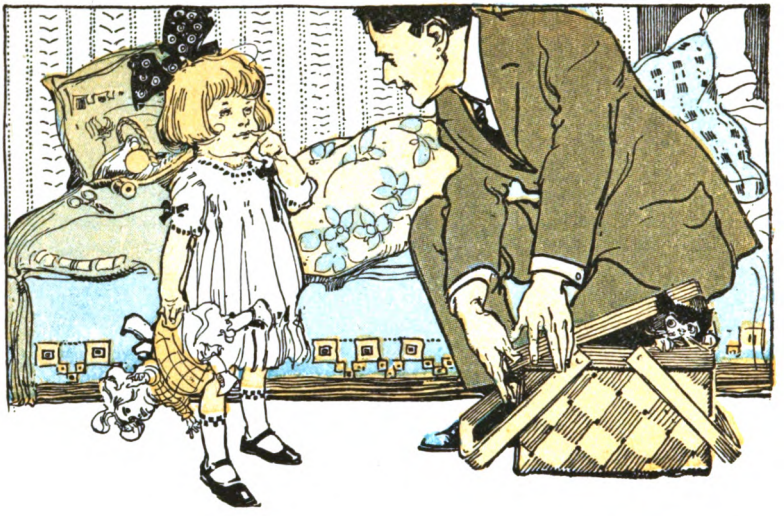
Spot is my cat.
She is black and white.
Come, Spot, come!
I like Spot.
Spot likes me.



Spot has four kittens.
One kitten is white.
One kitten is black.
I see a gray kitten, too.
One kitten is like Spot.
It is black and white.

One day the rain came.
Spot was wet.
The kittens were wet, too.
Spot said, "Mew, mew!
We are wet! We are wet!"
We took Spot into the house.
We took the kittens, too.
They went to sleep.

JOSEPHINE JARVIS.



ALICE AND HER KITTEN

See little Alice.

See her father.

He has a basket.

What is in it?

Can you guess?

ALICE: What is in the basket?

FATHER: Can you guess?

ALICE: Is it a bird?

FATHER: No, it is not a bird.

ALICE: It is a little dog!

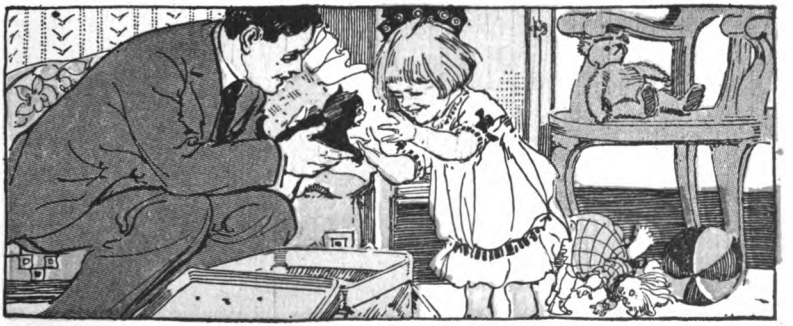
FATHER: No, it is not a dog.

ALICE: Is it a kitten?

FATHER: Yes, it is a kitten.

ALICE: Is it for me?

FATHER: Yes, it is for you.

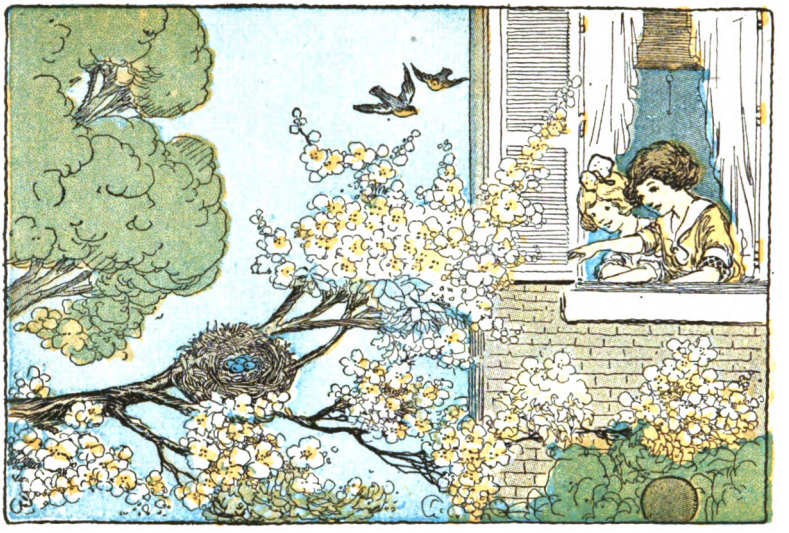


The kitten is black.
Alice likes the kitten.
She gave it some milk.
The kitten likes milk.
Alice likes milk, too.
The kitten said, "Mew, mew!"
It went to sleep.

JANE L. HOXIE.

WHAT WAS IN THE NEST?

The girls saw a nest.
It was a little nest.
It was in a tree.
The girls saw two birds.
Can you see them?
They were pretty birds.
They were in the tree.



What was in the nest?

Can you guess?

The girls saw eggs in the nest.

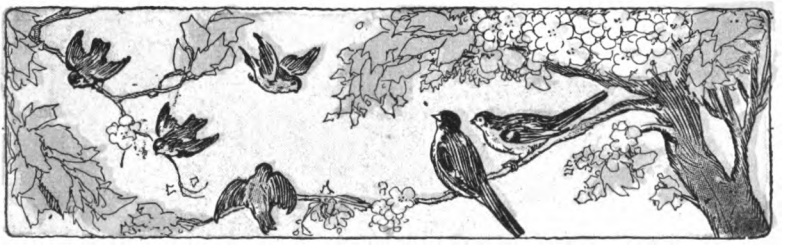
They saw one, two, three, four eggs.

They saw four eggs in the nest.

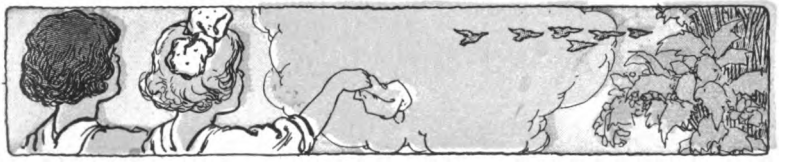
The four eggs were blue.

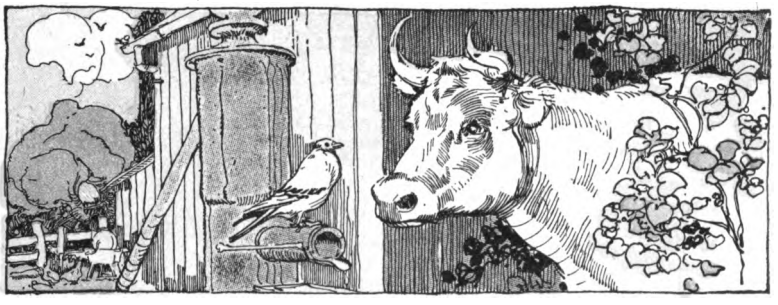
They were pretty eggs.

Mother bird sat on the nest.
She sat there day after day.
One day she flew from the nest.
She sat in the tree.
She sang and sang.
Father bird sang, too.
The girls looked in the nest.
Can you guess what they saw?



Four little birds were in the nest.
Soon they could fly.
Mother bird said, "Fly, fly!"
Father bird said, "Fly, fly!"
They flew from the nest.
They flew from tree to tree.
One day they flew away.
The girls said, "Good-bye, good-bye!"



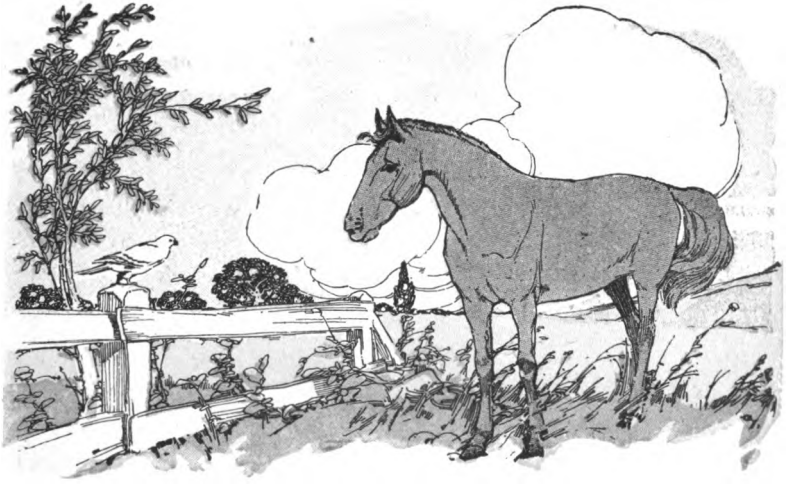


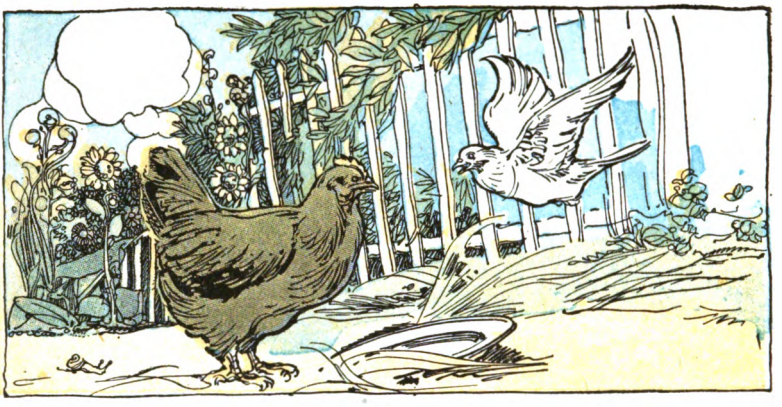
THE WHITE DOVE

The dove flew to the barn.
It saw a white cow.
The dove said, "Coo, coo!
See my pretty wings!
Don't you wish you had wings?
You could fly and fly and fly."
The cow said, "Moo, moo!
I give milk to boys and girls.
Moo, moo! I don't want to fly!"

The dove flew to the sheep.
It said, "Coo, coo!
Don't you wish you had wings?
You could fly and fly and fly."
The sheep said, "Baa, baa!
I give wool to boys and girls.
The wool keeps them warm.
Baa, baa! I don't want to fly!"

The dove flew to the horse.
It said, "Coo, coo!
Don't you wish you had wings?
You could fly and fly and fly."
The horse said, "No, no!
I give rides to boys and girls.
No, no! I don't want to fly!"





The dove flew to the hen.
It said, "Coo, coo!
Don't you wish you could fly away?"
The hen said, "Cluck, cluck!
I give eggs to boys and girls.
I don't want to fly away."

"Coo, coo!" said the dove.
"Are you all happy?"
The cow said, "Moo, moo! Yes, yes!"
The sheep said, "Baa, baa! Yes, yes!"
The hen said,"Cluck, cluck! Yes, yes!"
The horse said, "Yes, yes!"
The dove said,

"Coo, coo, coo!
I am happy, too."

She flew to her nest.

HARRIET WARREN.

THE JAY AND THE DOVE

BOY: Where do you come from, Mr. Jay?

JAY: From the land of play,
From the land of play.

BOY: Where is that, Mr. Jay?

JAY: Far away. Far away.

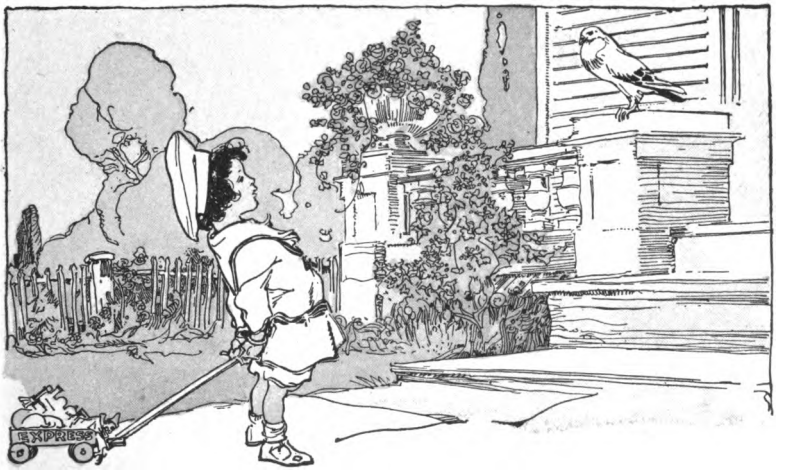
BOY: Where do you come from, Mrs. Dove?

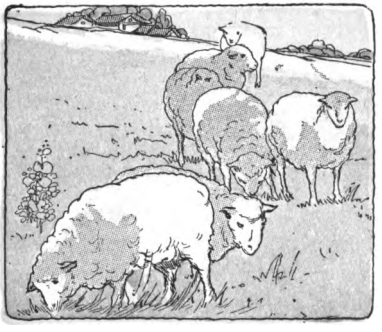
DOVE: From the land of love,
From the land of love.

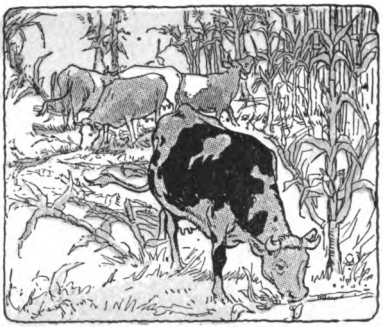
BOY: How do you get there, Mrs. Dove?

DOVE: Look above. Look above.

L. ALMA-TADEMA.



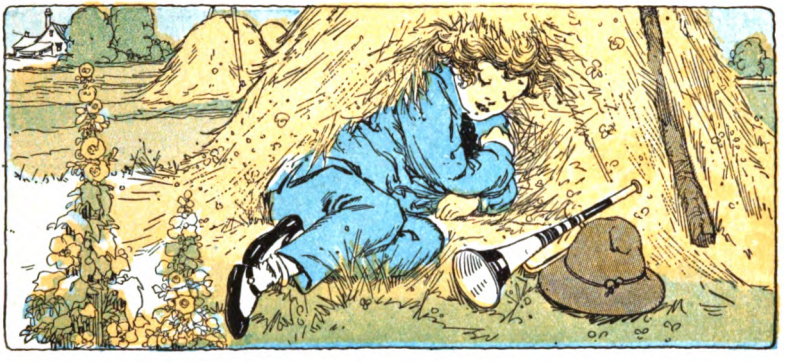




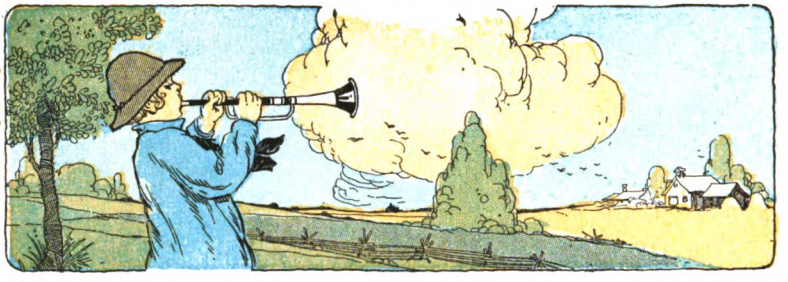
LITTLE BOY BLUE

Little Boy Blue,
Come, blow your horn.
The sheep are in the meadow,
The cows are in the corn.
Where is the little boy
Who looks after the sheep?
He is under the haycock,
Fast asleep.

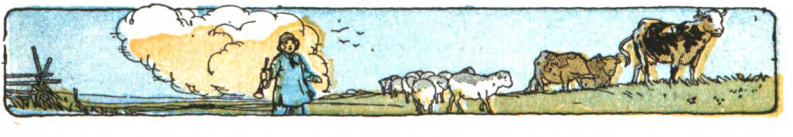
MOTHER GOOSE.



Where are you, Little Boy Blue?
Are you in the house?
Are you in the barn?
Are you in the meadow?
I see you, Little Boy Blue!
You are under the haycock.
Wake up! Wake up!



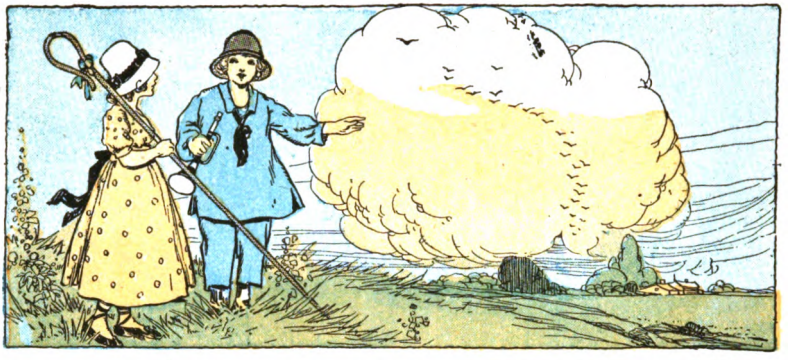
Blow your horn, Little Boy Blue.
Do you see your sheep?
They are in the meadow.
Where are your cows?
They are in the corn.
Blow your horn, Little Boy Blue!
Drive the sheep and the cows to the barn.



LITTLE BO-PEEP

Little Bo-peep
Has lost her sheep,
And can not tell
Where to find them.
Leave them alone,
And they will come home,
And bring their tails
Behind them.

MOTHER GOOSE.



BO-PEEP: Good morning, Boy Blue!
I have lost my sheep.

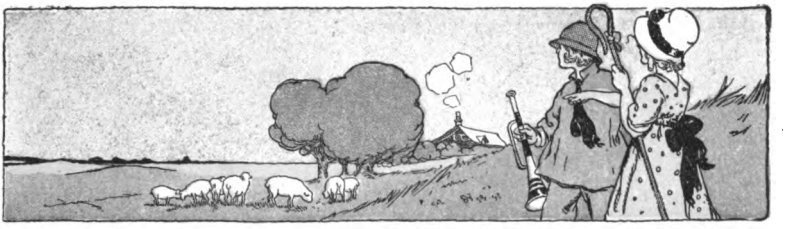
BOY BLUE: Have you looked for them?

BO-PEEP: Yes, I have looked for them.

BOY BLUE: Did you look in the corn?

BO-PEEP: Yes. They were not there.

BOY BLUE: Come with me to the meadow.
We will look for them there.

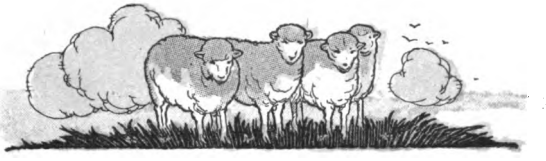


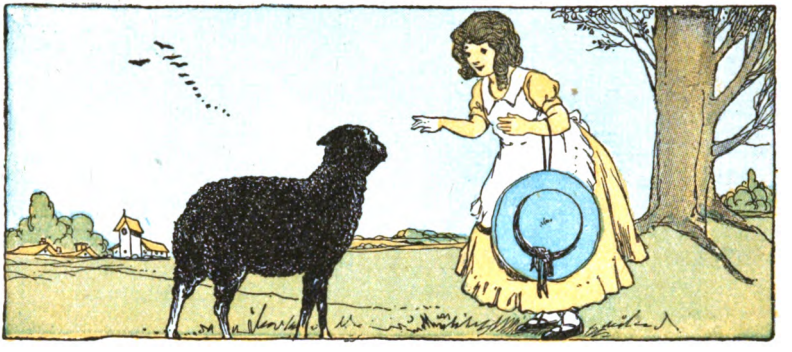
BOY BLUE: I hear your sheep, Bo-peep!
I see them, too.

BO-PEEP: Oh, yes! There they are!
They are in the meadow.
I will drive them to the barn.

BOY BLUE: I will go with you, Bo-peep.

BO-PEEP: Thank you, Little Boy Blue.
Bring your horn with you.





BAA, BAA, BLACK SHEEP

Baa, baa, Black Sheep,
Have you any wool?
Yes, sir! Yes, sir!
Three bags full.
One for my master,
One for my dame,
And one for the little boy
Who lives in the lane.

MOTHER GOOSE.

GIRL: Good morning, Black Sheep!
Have you any wool?

SHEEP: Yes! I have three bags full.

GIRL: What will you do with it?

SHEEP: One bag is for my master.
One bag is for my dame.
One bag is for Little Boy Blue.

GIRL: Where is Little Boy Blue?

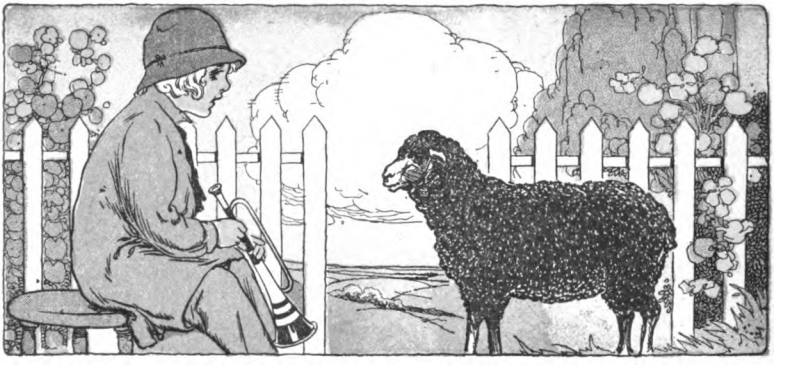
SHEEP: He is in the lane.

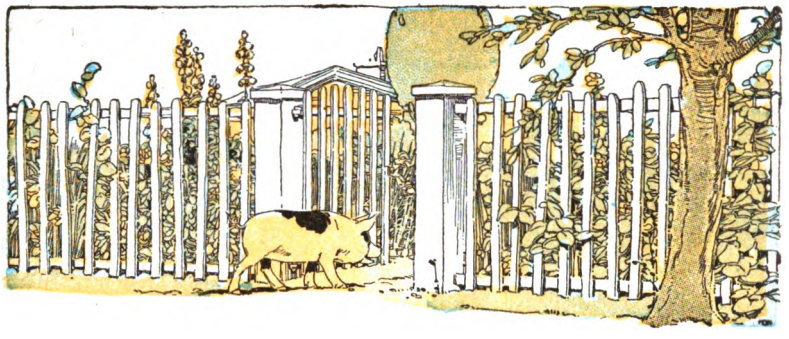
SHEEP: Good morning, Boy Blue!
Guess what I have for you.

BOY: Is it a bag of wool?

SHEEP: Yes, it is a bag of black wool.

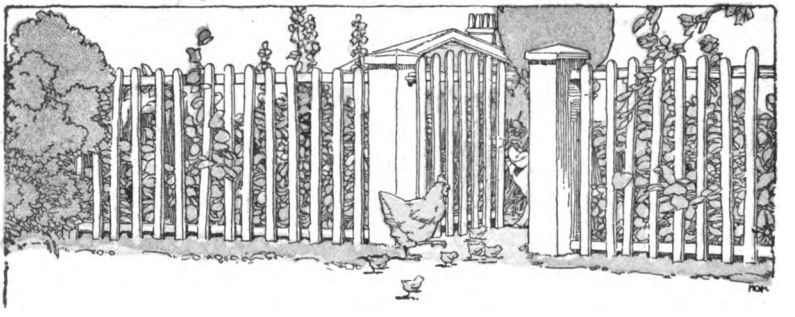
BOY: Thank you, Black Sheep!
Thank you for the wool!
I will take it to mother.
She will make me a coat.
The coat will keep me warm.





THE PIG'S DINNER

Little Pig went down the road.
He wanted some dinner.
Soon he came to a garden.
It was full of pretty flowers.
"Woof, woof!" said Little Pig.
"I want to go into that garden.
Flowers make a good dinner."
He went into the garden.

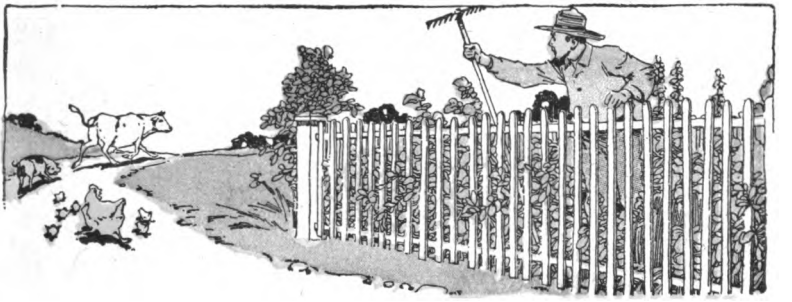


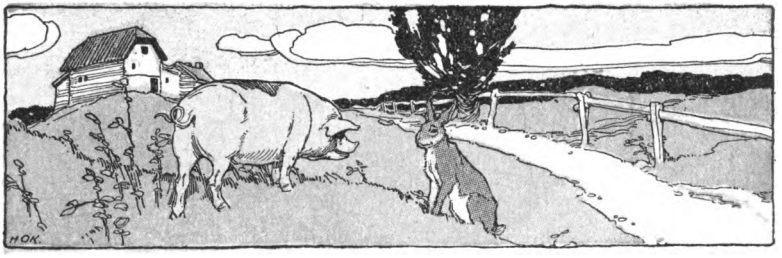
Soon Red Hen came down the road.
Her little chickens were with her.
By and by they came to the garden.
They saw the pretty flowers.
"Cluck, cluck!" said Red Hen.
"How pretty the flowers are!
Come with me into the garden.
We can find a good dinner there."
They went into the garden to eat.
How happy they all were!

Soon White Cow came down the road.
She saw the pretty flowers.
She saw Little Pig in the garden.
She saw Red Hen and her chickens.
"Moo, moo!" she said.
"How pretty the flowers are!
They will make a good dinner."
Red Hen said, "Cluck, cluck, come in!"
Little Pig said, "Woof, woof, come in!"
White Cow went into the garden.

Soon the farmer came home.
He saw White Cow in the garden.
He saw Red Hen and her chickens.
He saw Little Pig, too.
"Stop eating my flowers!" he said.
"Get out of my garden!"
Away they all ran down the road!
"Good-bye, Mr. Farmer!" said the hen.
"We had a good dinner!" said the pig.
"We will come back soon!" said the cow.

MAUD LINDSAY.





PIGGY WIG'S HOUSE

JACK RABBIT: Good morning, Piggy Wig!
Where are you going?

PIGGY WIG: I am going to the woods.
I want to build a house.

JACK RABBIT: May I go with you?

PIGGY WIG: What can you do?

JACK RABBIT: I can cut down trees.
You can not cut them down.

PIGGY WIG: Come with me. I want you.

GRAY GOOSE: Good morning, Piggy Wig!
Where are you going?

PIGGY WIG: I am going to the woods.
I want to build a house.

GRAY GOOSE: May I go with you?

PIGGY WIG: What can you do?

GRAY GOOSE: Your house will have cracks.
I can fill all the cracks.

PIGGY WIG: Come with me. I want you.

RED COCK: Good morning, Piggy Wig!
Where are you going?

PIGGY WIG: I am going to the woods.
I want to build a house.

RED COCK: May I go with you?

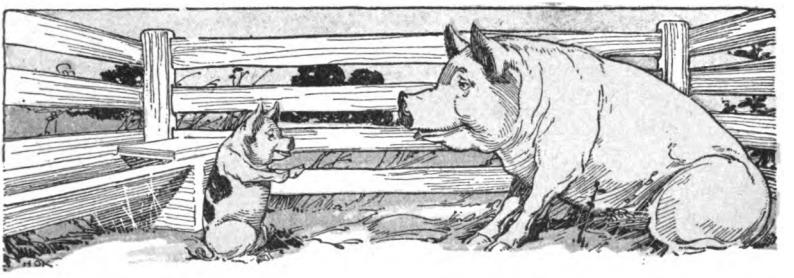
PIGGY WIG: What can you do?

RED COCK: I can wake you up.
I say, "Cock-a-doodle-doo!"

PIGGY WIG: Come with me. I want you.

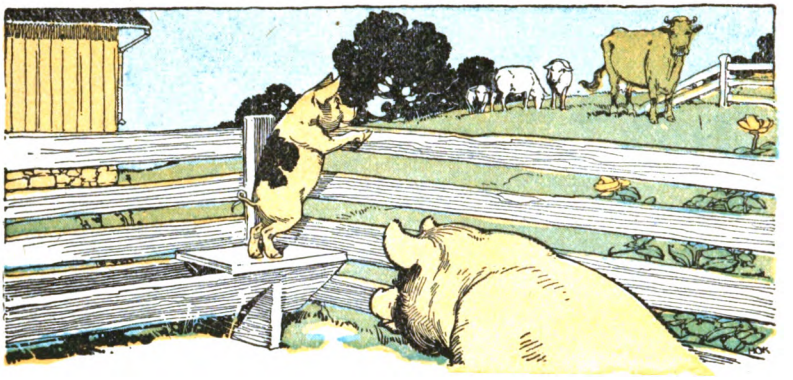
Soon they came to the woods.
Jack Rabbit cut down the trees.
Piggy Wig built the house.
Gray Goose filled the cracks.
Red Cock waked them up.
"Cock-a-doodle-doo!" he said.

FOLK TALE.



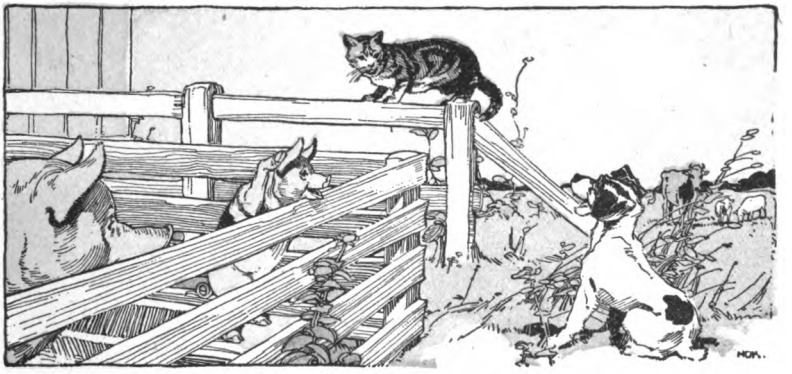
THE LITTLE PIG

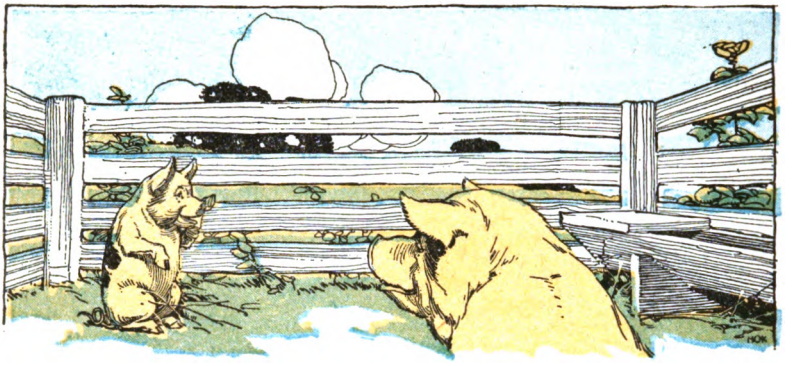
Once there was a little pig.
He lived with his mother in a pen.
One day he saw his four little feet.
"Wee, wee, Mother!" he said.
"See my four little feet!
What can I do with them?"
She said, "You can run with them."
The little pig ran and ran.
He ran round and round the pen.



One day he found his two little eyes.
"Wee, wee, Mother!" he said.
"See my two little eyes!
What can I do with them?"
She said, "You can see with them."
The little pig looked and looked.
He saw his mother.
He saw the cow.
He saw the sheep.

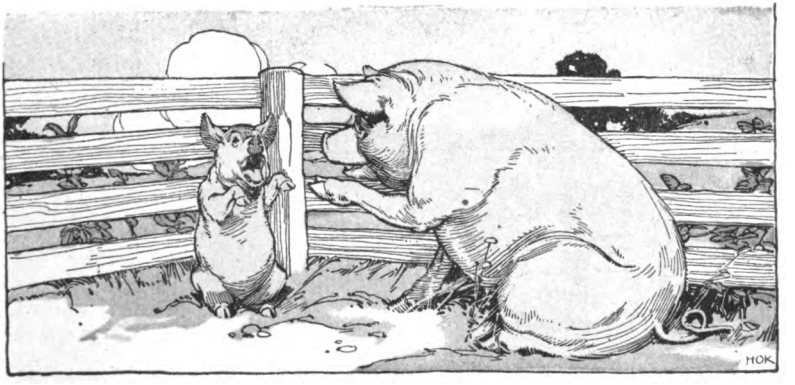
One day he found his two little ears.
"Wee, wee, Mother!" he said.
"See my two little ears!
What can I do with them?"
She said, "You can hear with them."
He heard the dog say, "Bow, wow!"
He heard the cat say, "Mew, mew!"
He heard the cow say, "Moo, moo!"
He heard the sheep say, "Baa, baa!"

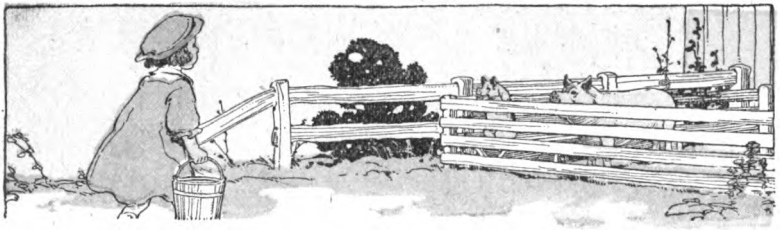




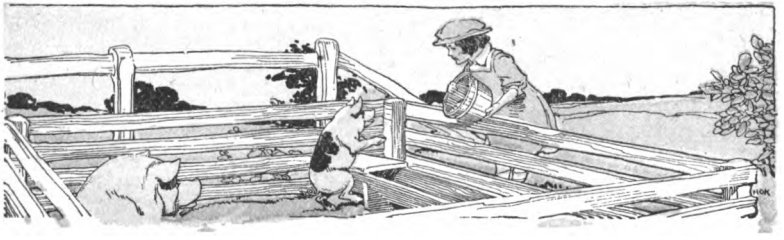
One day he found his one little nose.
"Wee, wee, Mother!" he said.
"See my one little nose!
What can I do with it?"
She said, "You can smell with it.
Can you smell your dinner?"
The little pig wanted his dinner.
He could not smell it.
"Wee, wee, wee!" he said.

Soon he found his one little mouth.
"Wee, wee, Mother!" he said.
"See my one little mouth!
What can I do with it?"
She said, "You can eat with it.
You can eat your dinner."
The little pig wanted his dinner.
He could not find it.
"Wee, wee, wee!" he said.





Soon a girl came to the pen.
She had something for Piggy.
Can you guess what it was?
The girl said, "Come, Piggy!
Come, Piggy, come!
I have something for you.
It is something good to eat."



What did the little pig hear with his two little ears?

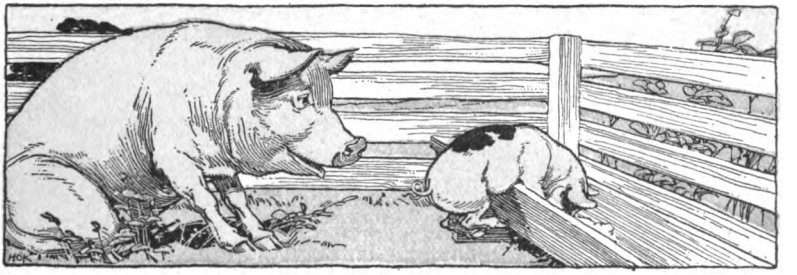
What did the little pig see with his two little eyes?

What did the little pig do with his four little feet?

What did the little pig smell with his one little nose?

Guess what the little pig did with his one little mouth.

FOLK TALE.

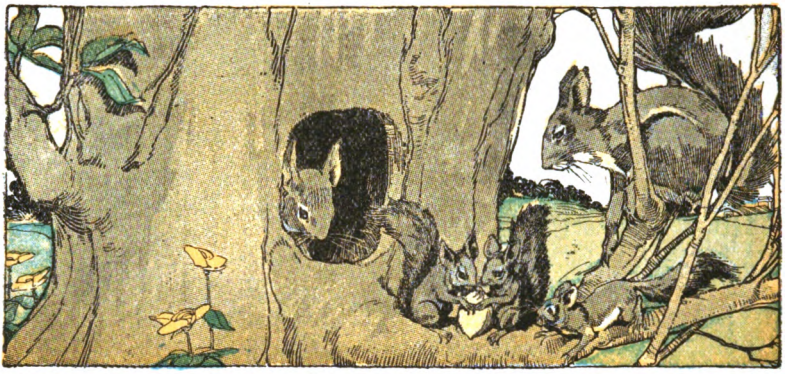


LITTLE RABBIT

Stop, stop, Little Rabbit!
Where are you going?
Do not run away from me.
I can not see you, now.
Where are you, Little Rabbit?
Oh, now I see you!
You are behind the flowers.
You are in the pretty clovers.

Stop, stop, Little Rabbit!
Do not eat the clovers.
They are so pretty.
Some are pink like your eyes.
Some are white like your ears.
The clovers are so little, now.
Soon they will be big.
Then you may eat them.
Good-bye, Little Rabbit, good-bye!

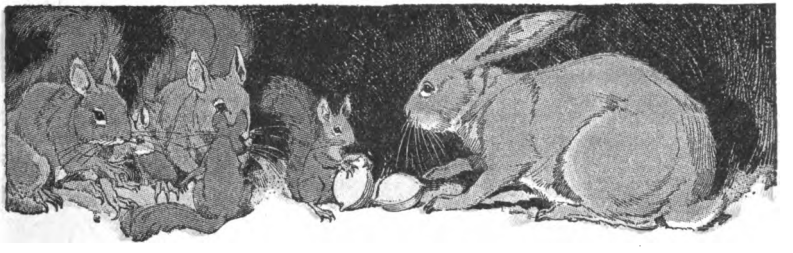
L. E. Orth.



JACK RABBIT'S VISIT

Father Squirrel lived in a tree.
His home was a hole in the tree.
Mother Squirrel lived there, too.
Three little squirrels lived with them.
They were pretty little squirrels.
They had big eyes and big tails.
They played in the trees.
They played on the ground, too.

One day they were all at home.
They were eating nuts.
Jack Rabbit came along.
He said, "May I come in?"
"Yes, come in," said Father Squirrel.
Jack Rabbit came into the house.
"Sit down," said Mother Squirrel.
He sat down on the floor.
A little squirrel said, "Eat some nuts!"
"No, thank you," said Jack Rabbit.
"I do not like nuts, Little Squirrel."



SQUIRREL: Rabbit, where do you live?

RABBIT: I live in the ground.
I have a warm hole there.

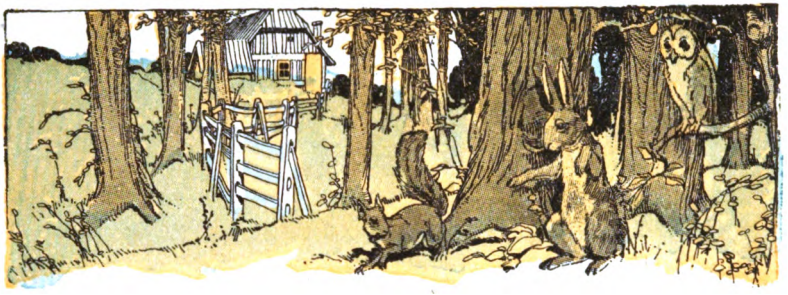
SQUIRREL: What do you eat?

RABBIT: Oh, I eat leaves.
What do you eat, Squirrel?

SQUIRREL: We eat nuts.
Will you live with us?

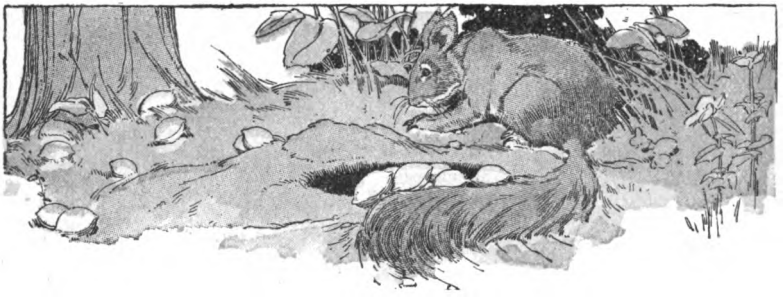
RABBIT: No! I can not live in a tree.
I must go, now. Good-bye!

MARY DENDY.



BOBBIE SQUIRREL'S TAIL

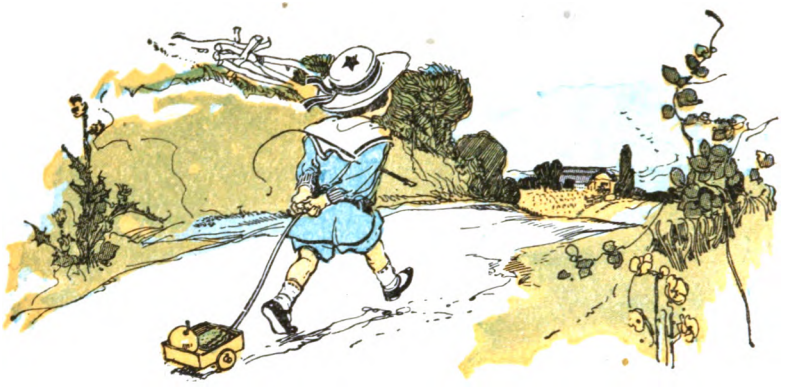
See Bobbie Squirrel.
What a big tail he has!
One day he ran down a tree.
Jack Rabbit was coming along.
His tail was little.
Jack Rabbit said, "Look at Bobbie!
He wants us to see his big tail."
Brown Owl said, "Oh, see Bobbie!
He has his tail above his back."



Bobbie Squirrel ran to a nut tree.
There were nuts under the tree.
Bobbie dug a hole in the ground.
It was a big round hole.
He swept the nuts into it.
He swept them with his big tail.
Bobbie covered them with leaves.
He swept the leaves with his tail, too.
Then he ran to his home in the tree.
He will eat the nuts next winter.

Guess what Bobbie found at home!
He found shells on the floor!
A little squirrel had put them there.
"Oh, dear me!" said Bobbie.
"The floor must be swept!"
So Bobbie swept the floor.
He swept it with his big tail.
By and by night came.
Bobbie went to sleep on the floor.
Guess what he did with his tail!

CAROLYN S. BAILEY.



NED VISITS GRANDMOTHER

Ned had a little red cart.

He wanted Grandmother to see it.

His mother gave him an apple.

She gave him some cookies, too.

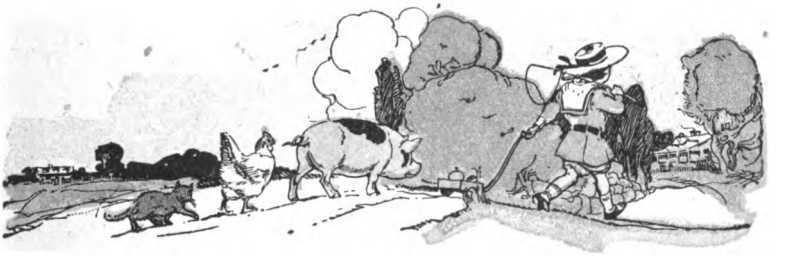
He put the apple and the cookies into the cart.

Then he went to see Grandmother.

Soon Ned came to a meadow.
He saw Little Pig there.
"Good morning!" said Ned.
Little Pig said, "Wee, wee!
I want some cookies."
Ned said, "No, no, Little Pig!
They are for Grandmother.
Come with me to her house.
She will give you some dinner."
So Little Pig went along with Ned.

Soon they came to a barn.
Ned saw White Hen.
"Good morning!" said Ned.
White Hen said, "Cluck, cluck!
I want some cookies."
Ned said, "No, no, White Hen!
They are for Grandmother.
Come with us to her house.
She will give you some dinner."
So White Hen went along with them.

Soon they came to a house.
Gray Kitten was in the yard.
"Good morning!" said Ned.
Gray Kitten said, "Mew, mew!
I want some cookies."
Ned said, "No, no, Gray Kitten!
They are for Grandmother.
Come with us to her house.
She will give you some dinner."
So Gray Kitten went along with them.



Soon they came to a big tree.
Little Bird was in the tree.
He flew down to the ground.
"Good morning!" said Ned.
Little Bird said, "Peep, peep!
I want some cookies."
Ned said, "No, no, Little Bird!
They are for Grandmother.
Come with us to her house.
She will give you some dinner."
So Little Bird went along with them.

Grandmother looked down the road.
"What do I see?" she said.
"Oh, it is little Ned!
Good morning, Ned!"
Ned said, "Good morning!
See my red cart, Grandmother!
I have some cookies for you.
I have an apple for you, too."
Grandmother said, "Thank you, Ned!
I like cookies and apples."

GRANDMOTHER: Ned, what can I give you?

LITTLE NED: Oh, give us some dinner!

GRANDMOTHER: What do you like, Ned?

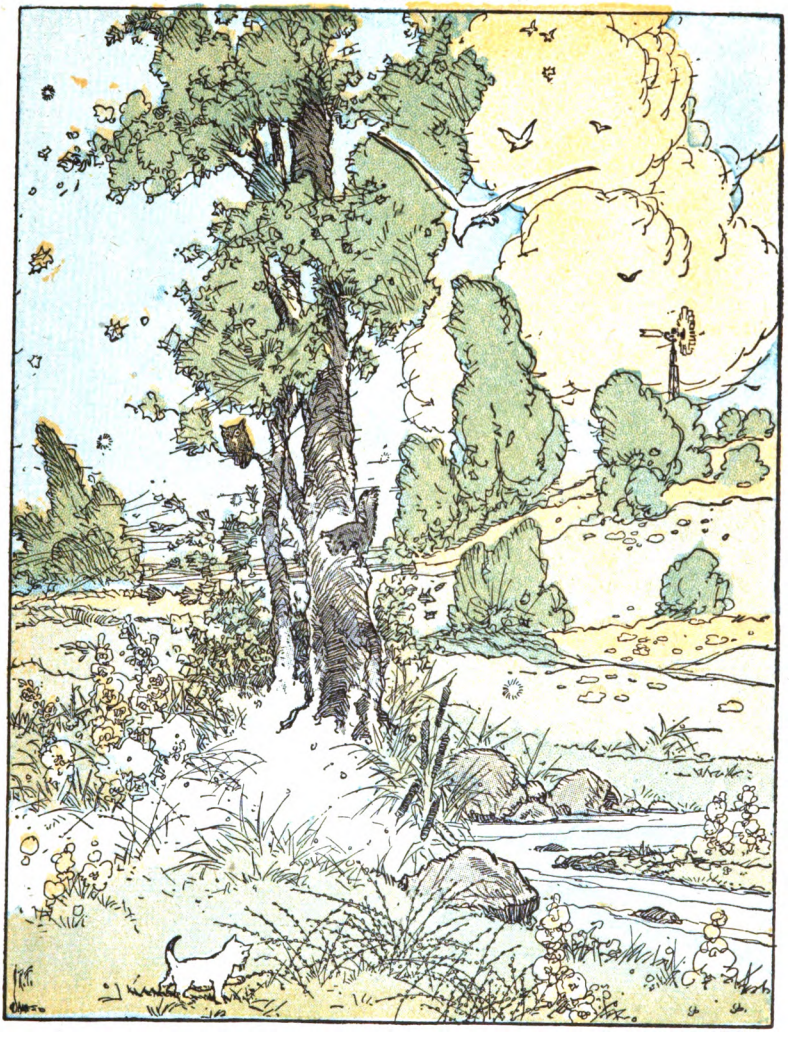
LITTLE NED: Little Pig likes corn.
White Hen likes corn, too.
Little Bird likes bread.
Gray Kitten likes milk.
I like milk, too.

GRANDMOTHER: I will get corn and bread.
I will get milk, too.

Little Bird ate bread.
White Hen and Little Pig ate corn.
Ned and Gray Kitten drank milk.
Grandmother ate the cookies.
She ate the apple, too.
Ned said, "We must go now.
Thank you for the good dinner."
"Good-bye, Ned," said Grandmother.
"Good-bye, Grandmother," said Ned.

Soon they came to the big tree.
"Good-bye, Little Bird," said Ned.
"Peep, peep!" said Little Bird.
Next they came to the house.
"Good-bye, Gray Kitten!" said Ned.
"Mew, mew!" said Gray Kitten.
Next they came to the barn.
"Good-bye, White Hen!" said Ned.
"Cluck, cluck!" said White Hen.
Next they came to the meadow.
"Good-bye, Little Pig!" said Ned.
"Wee, wee!" said Little Pig.
Ned ran to his mother.

MARION WATHEN.



NATURE

69

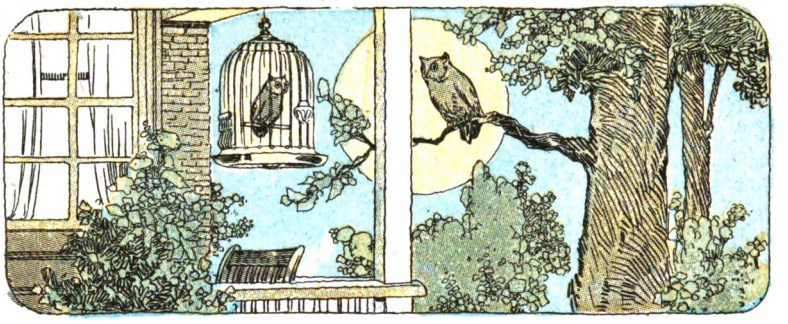
LITTLE OWL

Little Owl lived with Mother Owl.
One night Mother Owl said, "Whoo!
Big owls say 'Whoo, whoo!'
You must say 'Whoo, whoo.'"
Little Owl said, "Oh, no, Mother!
I don't want to say 'Whoo, whoo.'"
Mother Owl said, "You must say 'Whoo.'
The boy and the cat will hear you.
They will run away from you."

Little Owl would not say "Whoo."
Mother Owl said, "A cat will get you!"
Little Owl said, "What is a cat?"
Mother Owl said, "A cat has big eyes.
It can see at night.
It eats birds."
Little Owl said, "What do cats say?
Do cats say 'Whoo, whoo,' Mother?"
"No, no!" said Mother Owl.
"Cats say 'Mew, mew!'"
"Mother, Mother!" said Little Owl.
"I want to see a cat!
I want to hear her say 'Mew, mew!'"
Mother Owl said, "You must say 'Whoo.'
You are not a good little owl."

One day Mother Owl flew away.
Little Owl sat in a tree.
"Mew, mew!" he said. "Mew, mew!"
A cat heard him say, "Mew, mew!"
She said, "Little Owl, Little Owl!
Can you eat a mouse?"
"Oh, yes!" said Little Owl.
The cat said, "Do you eat birds?"
"Oh, no! I am a bird," said Little Owl.
The cat said, "I eat birds.
I will eat you, Little Owl!"

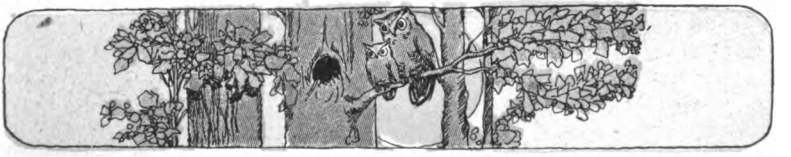
A boy came to the tree.
His name was Bobbie.
He was a kind little boy.
He saw Little Owl and the cat.
Bobbie said, "Cat, go away!
You must not eat Little Owl!
I want to take him home with me.
I want to give him some dinner.
Good-bye, Cat, good-bye!"
So Bobbie took Little Owl home with him.

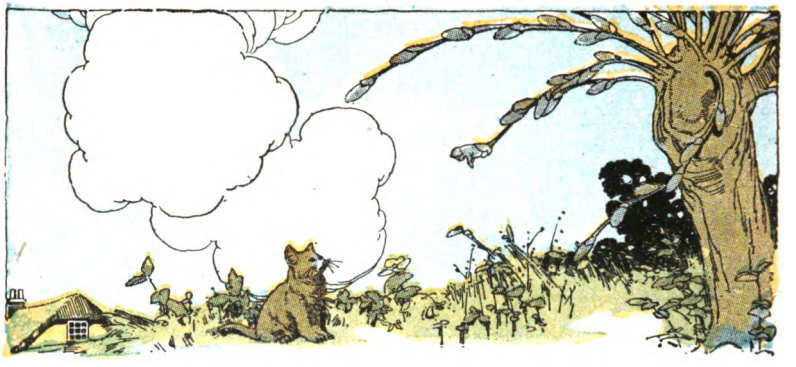


Little Owl was not happy.
He wanted to go to his mother.
That night Mother Owl came to him.
Little Owl said, "Mother, Mother!
I will be a good little owl.
I will say 'Whoo, whoo!'
Take me home with you."
Mother Owl said, "No, no, Little Owl!
I can not take you with me."
In the morning she flew away.

Little Owl would not eat his dinner.
All day he said, "Whoo, whoo!"
Bobbie's mother heard Little Owl.
She said, "Bobbie, hear Little Owl!
He wants to go to his mother.
Take him to his home."
Bobbie took Little Owl to the woods.
"Mother Owl! Mother Owl!" he said.
"Do you want Little Owl?"
Mother Owl said, "Whoo, whoo!"
Little Owl said, "Whoo, whoo," too.
Bobbie gave Little Owl to his mother.
How happy they all were!

ANNE SCHÜTZE.





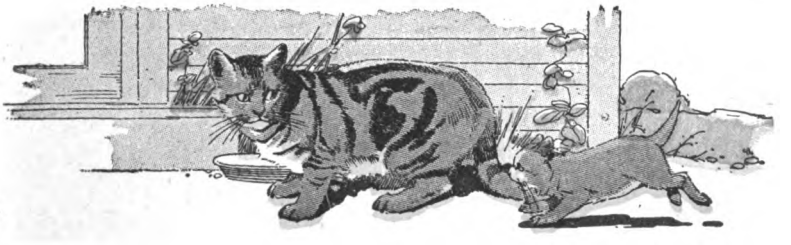
WHAT BROWN PUSSY SAW

Once Gray Pussy sat in a tree.
Brown Pussy sat on the ground.
Gray Pussy looked at Brown Pussy.
Brown Pussy looked at Gray Pussy.
"Good morning," said Gray Pussy.
"Mew, mew," said Brown Pussy.
"What a pretty coat you have!"

Brown Pussy ran away.
Gray Pussy looked at her.
She said, "See Brown Pussy run!
I wish I could run, too."
Brown Pussy ran to her home.
Guess what she said to her mother!
She said,

"A little gray kitten
Sat in a tree!
I looked at her,
She looked at me!"

KATE L. BROWN.



THE BROOK

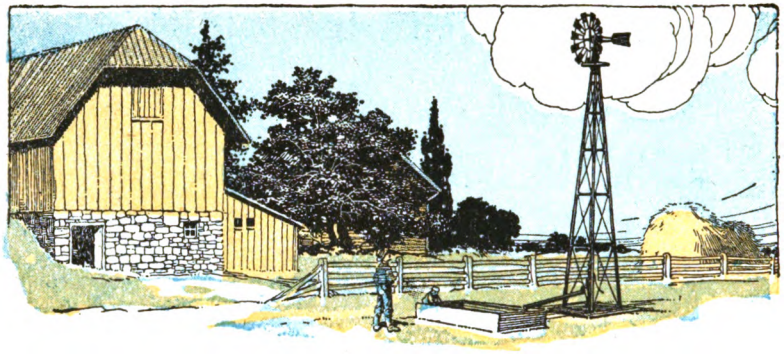
Brook, brook, come along.
Run along with me!
Oh, what happy playmates
You and I will be!

You can dance, I can dance.
Both of us can sing,
Tirili, tirili,
Ting, ting, ting!

Brook, brook, come along.
Run along with me!
Oh, dear me, I tumbled in!
What a sight to see!

You are wet, I am wet.
Still we both can sing,
Tirili, tirili,
Ting, ting, ting!

LAURA E. RICHARDS.



THE WINDMILL

Once there was a big windmill.
It went round and round.
It gave water to the horses and the cows.
It gave water to the sheep, too.
One day it said, "I will stop!
I will not go round and round."
So the windmill was still all day.

By and by the wind came.

It said, "I will help you, Windmill.

I will make you go round and round and round."

"No, no!" said the windmill.

"I don't want to go round and round and round.

I don't want you to help me.

I want to be still all day."

The wind said, "You must go round!

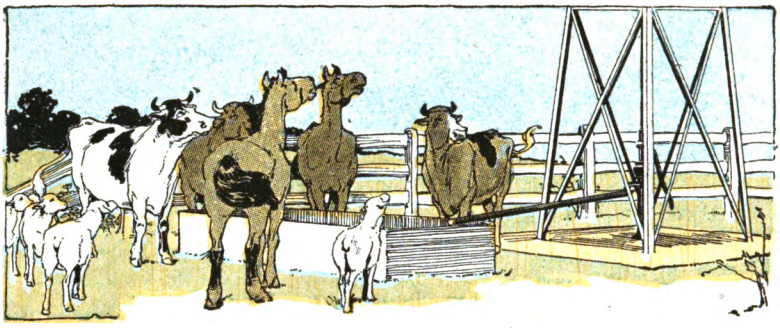
The horses and cows want water.

I will blow for you."

The windmill would not go.

It would not bring any water.

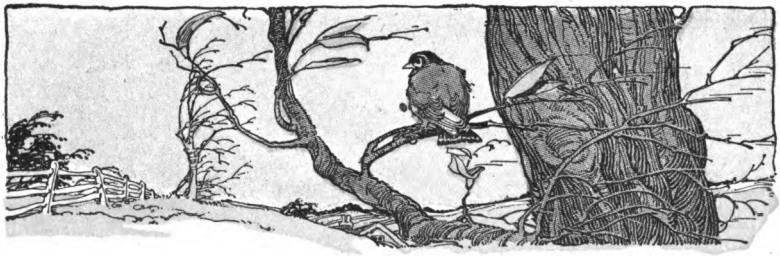
So the wind went away.



By and by the horses came home.
They had helped the farmer all day.
The cows and the sheep came, too.
They all ran to the windmill.
They all wanted some water.
There was no water for them!
They said, "Oh, Windmill!
Will you be kind to us?
Will you give us water, Windmill?"

The windmill was not happy.
It was sorry there was no water.
It said, "Wind, come and help me!"
The wind came at once.
"I will blow for you," it said.
The windmill went round and round.
Soon the water came.
The horses drank and drank.
The cows and the sheep drank, too.
How happy the windmill was!

KATHLYN LIBBEY.



WHO LIKES NORTH WIND?

"Oo-oo! Oo-oo!" said North Wind.
Little Bird sat in a tree.
He wanted to keep warm.
"Peep, peep! Peep, peep!" he said.
"How cold the wind is!
Winter is coming.
I must fly away. Good-bye!"

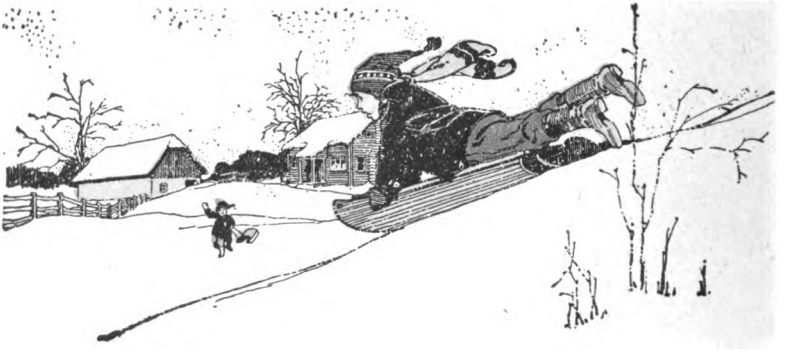
"Oo-oo! Oo-oo!" said North Wind.
Gray Squirrel sat on the ground.
"How cold the wind is!" he said.
"Winter is coming.
There are nuts in the woods.
I will fill my nest with nuts.
I can eat them in the winter.
My nest will keep me warm.
I will go to my home in the tree."

"Oo-oo! Oo-oo!" said North Wind.
Black Kitten was in the yard.
"Mew, mew, mew!" he said.
"How cold the wind is!
Winter is coming.
I want to go into the house.
I can keep warm there.
I can get some milk there, too.
I can sleep on the warm floor.
Mew, mew! Mew, mew!
Let me come into the house!"

"Oo-oo! Oo-oo!" said North Wind.
Jack ran to the barn.
"Hurrah! Hurrah!" he said.
"How cold the wind is!
Winter is coming.
It is going to snow.
I will make a snow man.
I will ride down the hill, too.
Hurrah! Hurrah! Hurrah!"

"Oo-oo! Oo-oo!" said North Wind.
"How happy I am, now!
I have found a playmate.
Oo-oo, Jack, oo-oo!
The white snow is coming.
See! It is coming now!
You and I will be playmates.
How happy we will be!
Oo-oo, Jack, oo-oo!"

FOLK TALE.



HOW PATTY GAVE THANKS

COW: Good morning to you all!
I have something to tell you.
Can you guess what it is?

HORSE: Is it about a little girl?

COW: Yes! It is about a little girl.
Can you guess who she is?

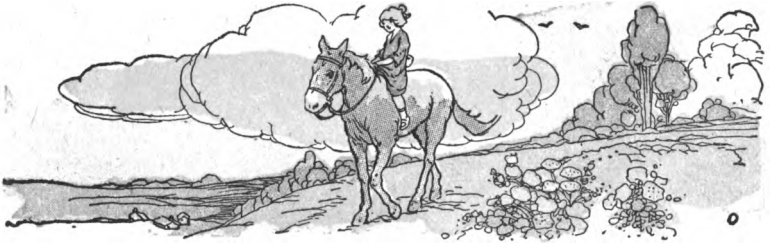
SHEEP: Is it something about Patty?

COW: Yes! It is about Patty.

HORSE: I want to hear about Patty.
We all love Patty.

SHEEP: Yes! Tell us about Patty.

COW: What a good girl Patty is!
She came to me this morning.
She said, "Good morning, Cow!
This is Thank-you day.
You give me milk.
I like your good milk.
Thank you, Cow, thank you!"
She gave me an apple.
I like to give milk to Patty.



SHEEP: Bob, did you see Patty?

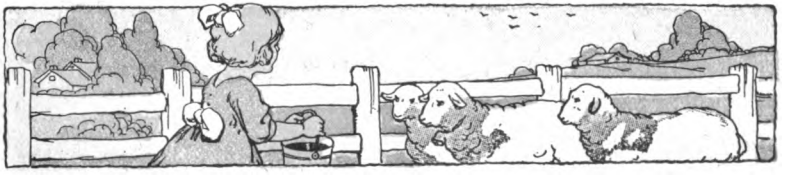
HORSE: Yes, Patty came to me, too.
She said, "You dear horse!
You give me rides.
Thank you, Bob, thank you!"
She patted me and patted me.
Then she gave me some hay.
I will give her a ride soon.

COW: How kind Patty is!
Bob likes to give her rides.
I like to give her milk.

HORSE: Did Patty thank you, Sheep?

SHEEP: Yes, she came to us, too.
She said, "Good morning!
I know what you give me.
You give me wool.
The wool keeps me warm.
Thank you, thank you!"
Then she gave us some water.

COW: How kind Patty is!
Bob likes to give her rides.
Sheep like to give her wool.
I like to give her milk.



COW: Did Patty thank the hens, too?

HORSE: Yes! I heard her thank them.
Then she gave them some corn.

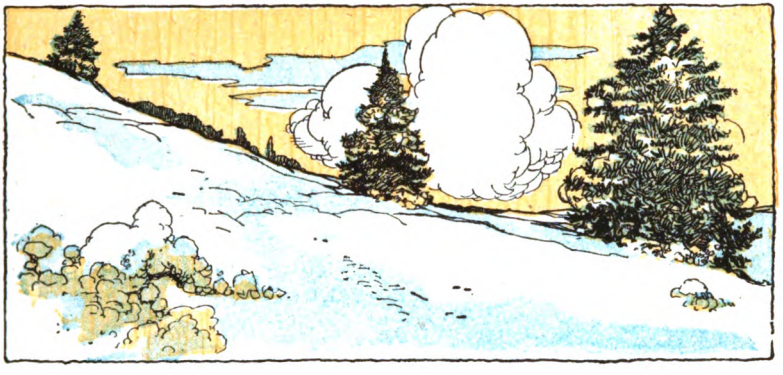
SHEEP: What do the hens give Patty?

COW: They give her eggs.

HORSE: She said "Thank you" to us all.

COW: How kind Patty is!
Bob likes to give her rides.
Sheep like to give her wool.
Hens like to give her eggs.
I like to give her milk.

EMILIE POULSSON.



THE LITTLE CHRISTMAS TREE

Once there were three trees.
They lived on a hill.
One tree was big.
One tree was not so big.
One tree was little.
The snow came down upon them.
They said, "Christmas is coming!
We want to be Christmas trees!"

A little bird came along.
The little bird was lost.
He could not find his mother.
He went to the big tree.
"Are you a kind tree?" he said.
"May I sit in your branches?
The snow is so cold!"
The big tree said, "No, no!
I don't want birds in my branches.
I am going to be a Christmas tree!"

"How cold I am!" said the bird.
"I wish I could find a kind tree!
It would keep me warm."
He went on up the hill.
Soon he came to the next tree.
"Are you a kind tree?" he said.
"May I sit in your branches?
The snow is so cold!
I am lost, dear Tree.
I can not find my mother."
Now the tree was not kind.
It was like the big tree.
It said, "No, Little Bird, no!
I don't want birds in my branches.
I am going to be a Christmas tree!"

"How cold I am!" said the bird.
"I wish I could find a kind tree!"
He went on up the hill.
Soon he came to the little tree.
He said, "Little Tree, I am lost!
May I sit in your warm branches?
The snow is so cold!"
Now the little tree was kind.
It was not like the other trees.
It said, "Oh, yes, dear Bird!
You may sit in my branches."
How happy the little bird was!

By and by the bird heard something.
A sleigh was coming up the hill!
It did not stop at the big tree.
It did not stop at the next tree.
On it went to the little tree.
"It has come to us!" said the bird.
A man jumped out of the sleigh.
Can you guess who he was?

"What a pretty tree!" said the man.
"I want it for a Christmas tree."
So he took it with him in the sleigh.
He took the little bird, too.
He said, "I will take you to Patty.
She will keep you warm."
Away they all flew in the sleigh.
How happy the little tree was!
How happy the little bird was!

MARY MCDOWELL.

OUR FLAG

I know three little sisters.
You know the sisters, too.
For one is red, and one is white,
The other one is blue.

Hurrah for the three little sisters!
Hurrah for the red, white, and blue.
Hurrah! Hurrah! Hurrah! Hurrah!
Hurrah for the red, white, and blue.

E. L. McCord.

THE EASTER RABBIT

Little Rabbit sat by the road.
Ray and May came along.
They did not see Little Rabbit.
"Easter is coming soon," said May.
"Let us make a nest in the yard.
The Easter Rabbit will see it.
He will leave pretty eggs in it for us."
Ray said, "Yes, let us make a nest!"
Away they ran to make the nest.

Little Rabbit ran to his mother.

"I want to be the Easter Rabbit," he said.

"What is the Easter Rabbit?" said his mother.

"The Easter Rabbit puts eggs into nests," he said.

"Ray and May are going to make a nest in the yard.

I want to put eggs into it."

His mother said, "Do not go away!

Ray and May will catch you."

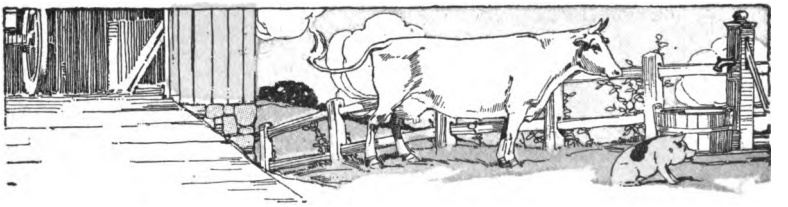
Mother Rabbit went to the garden.
Then Little Rabbit ran away.
He wanted to find Easter eggs.
Ray and May saw Little Rabbit.
They ran after him.
"Stop, Little Rabbit!" said Ray.
"Stop! Let us catch you.
Oh, now we have you!
We will keep you in the barn."
They took Little Rabbit to the barn.
They patted him and patted him.
They gave him leaves for dinner.

Little Rabbit wanted his mother.
Ray said, "The rabbit is not happy.
Let us take him to the yard.
He will put Easter eggs into the nest!"
They took Little Rabbit to the yard.
Away he ran down the road!
By and by Little Rabbit stopped.
He said, "I will go back to the yard.
I want to make Ray and May happy.
I want to be the Easter Rabbit.
I will look for eggs in the yard."

Little Rabbit ran back to the yard.
He could not find any eggs there.
Then he looked in the nest.
Can you guess what he saw?
He saw two little kittens!
One kitten was white.
The other kitten was black.
Then he saw the mother cat.
She had a gray kitten in her mouth.
She put it into the nest, too.

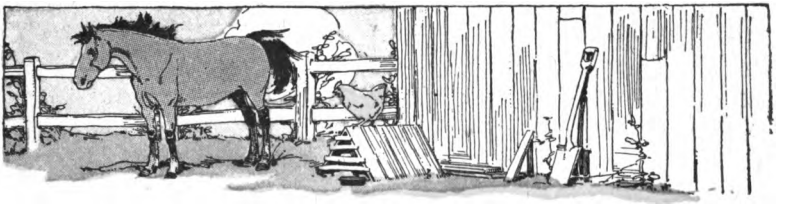
Soon May came to the nest.
She was looking for Easter eggs.
"Oh, see the kittens!" she said.
"Come, Ray! See what is in the nest!"
Ray ran to look in the nest.
"What pretty kittens!" he said.
How happy Ray and May were!
Little Rabbit was happy, too.
"The cat is the Easter Rabbit!" he said.
Then he ran home to his mother.

ANNE SCHÜTZE.

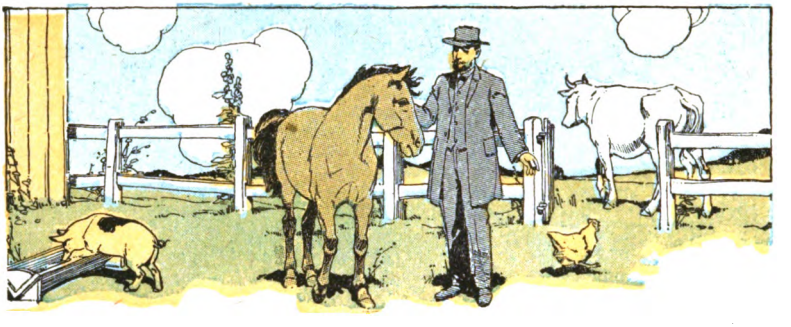


IN THE BARN YARD

Once there was a big barn yard.
White Cow and Piggy Wig lived in it.
Red Hen and Gray Pony lived there, too.
Piggy Wig said, "Woof, woof!
What a good day to eat and sleep!"
Red Hen said, "Cluck, cluck!
What a good day to go to the garden!"
White Cow said, "Moo, moo!
What a good day to eat hay!"
Gray Pony said, "Good morning!
What a good day to give rides!"



Piggy Wig said, "Woof, woof!
I want to eat and sleep.
I don't want to give rides."
Red Hen said, "Cluck, cluck!
I want to go to the garden.
I don't want to give rides."
White Cow said, "Moo, moo!
I want to go to the meadow.
I want to eat hay there.
I don't want to give rides."
Gray Pony said, "I want to run.
I want to give master a ride."



The master came to the barn yard.
He said, "Piggy Wig, eat your dinner.
You may eat and sleep all day.
Red Hen, go to the garden.
You will find something to eat there.
White Cow, go to the meadow.
You will find hay there.
Gray Pony, come to me.
We will go to see a sick girl.
She lives far, far away."

The master jumped upon Gray Pony.

Away they went galloping, galloping, galloping.

By and by they came to the home of the sick girl.

The master went into the house.

Soon he came back to Gray Pony.

He said, "We helped the sick girl.

She can go out to play, soon.

You are a good pony."

How happy Gray Pony was!

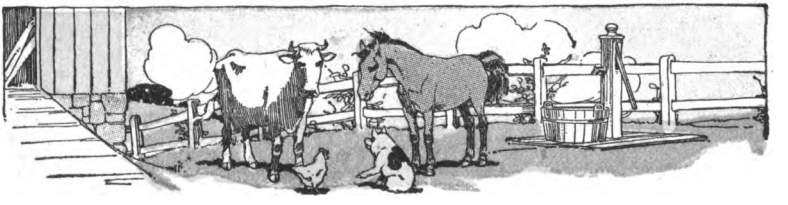
The master jumped upon Gray Pony.

He said, "Now we will go home."

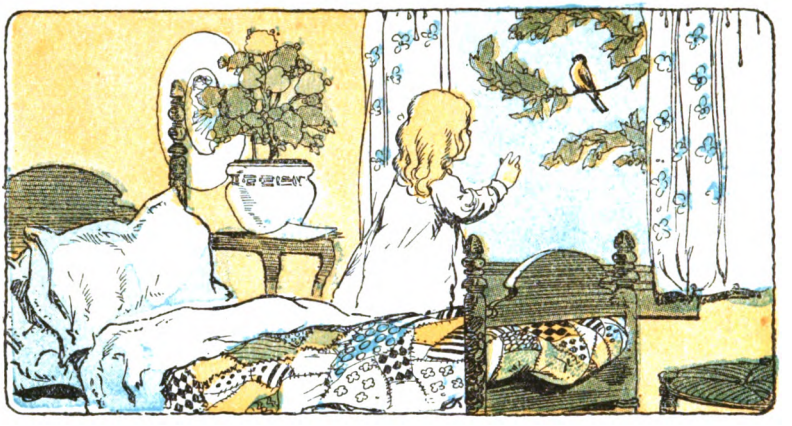
Away they went galloping back to the barn yard.

Red Hen said, "Cluck, cluck, Gray Pony!
I ate corn in the garden."
White Cow said, "Moo, moo!
What a good day I have had!
I ate hay in the meadow."
Piggy Wig said, "Woof, woof!
What a good sleep I have had!
I had a good dinner, too."
Gray Pony said, "How happy I am!
I have had a good day, too.
I helped the little girl."

FRANCES WELD DANIELSON.



SLUMBERLAND



ALICE AND THE BIRD

Alice was fast asleep.

A bird saw her.

"Wake up! Wake up!" sang the bird.

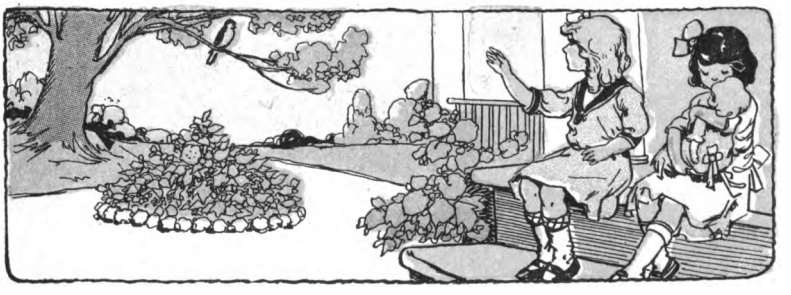
"Wake up, Little Girl!" it sang.

Alice waked up!

She jumped out of her bed.

She saw the bird in the tree.

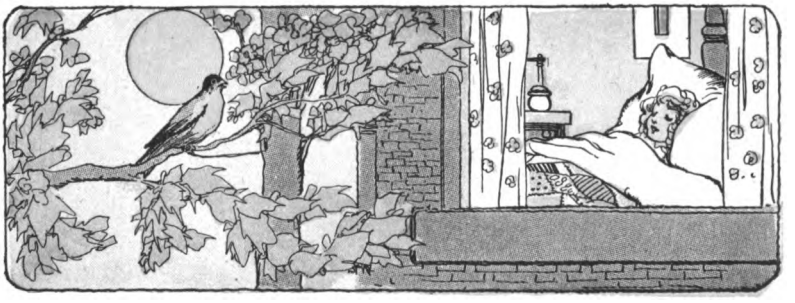
Alice went to play with Patty.
She took her doll with her.
Patty said, "I want the doll!"
Alice said, "No, I want it!"
"Give up! Give up!" sang the bird.
Alice looked up into the tree.
There sat the bird!
"Give up! Give up!" it sang.
"I hear you, Little Bird," said Alice.
"I will give up! I will give up!
Patty, you may have the doll."

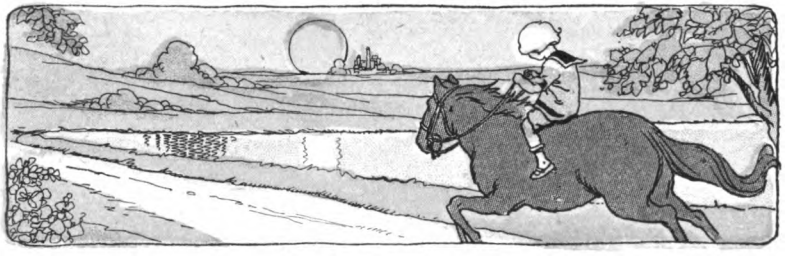


Alice went home to dinner.
Her mother was not there.
"Oh, where is mother?" she said.
"I want my dinner!"
"Cheer up! Cheer up!" sang the bird.
Alice looked up into the tree.
There sat the bird!
"Cheer up! Cheer up!" it sang.
"I will cheer up," said Alice.
"I will cheer up and be happy."
She ran to play with her kitten.
She sang and was happy.

After dinner, Alice went for a ride.
Then her mother put her to bed.
Her black eyes would not shut.
"Shut them up!" sang the bird.
"Shut them up! Shut them up!"
"I will shut them up," said Alice.
Soon she was fast asleep.
How happy the bird was!
It had helped Alice all the day.

EMILY ROSE BURT.





DARK PONY

Once there was a pony.
His name was Dark.
He took boys and girls to Sleepytown.
One night a boy stopped him.
The boy's name was Noddy.
Noddy said,

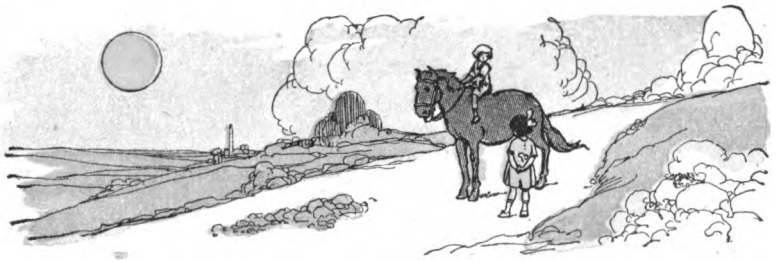
"Take me down
To Sleepytown!"

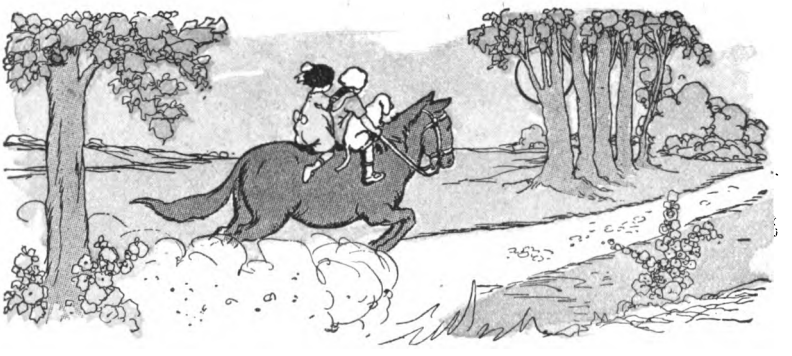
Noddy jumped upon Dark Pony.
Away they went galloping, galloping, galloping.

Soon they came to a little girl.
The girl's name was Niddy.
Niddy said,

"Let me go, too,
Take me with you!"

Dark Pony stopped galloping.
Noddy said, "We will take you."
Niddy jumped up behind Noddy.
"Go, go, Dark Pony!" she said.
Away they went galloping, galloping, galloping.





Soon they came to a white dog.

The dog said,

"Bow, wow, wow!
Take me now!"

Dark Pony stopped galloping.

Noddy jumped down to get the dog.

Then he jumped upon the pony.

"Go, go, Dark Pony!" he said.

Away they went galloping, galloping, galloping.

Soon they came to a black cat.
The cat said,

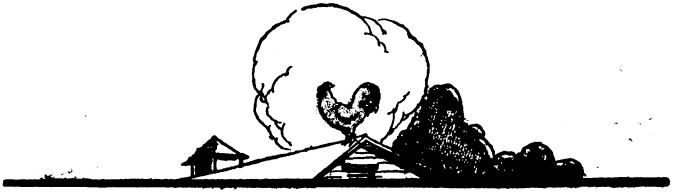
"Mew, mew, mew!
Take me, too!"

Dark Pony stopped galloping.
Niddy jumped down to get the cat.
Then she jumped upon the pony.
She took the cat with her.
"Go, go, Dark Pony!" she said.
Away they went galloping, galloping, galloping.

By and by they came to a barn.
They saw a red cock there.
The red cock said,

"Cock-a-doodle-doo!
Take me, too!"

Dark Pony stopped galloping.
Niddy said, "Come, Red Cock!
You may sit behind me."
The red cock flew up behind Niddy.
"Go, go, Dark Pony!" said Niddy.
Away they went galloping, galloping, galloping.



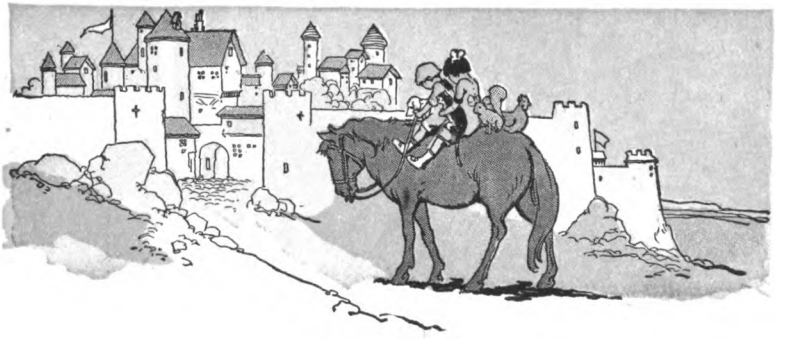
Soon they came to the woods.
They saw a gray squirrel there.
The squirrel said,

"Can you see
A place for me?"

Niddy said, "Yes, Gray Squirrel.
I see a place for you.
Sit by the red cock."
The squirrel sat by the red cock.
"Go, go, Dark Pony!" said Niddy.
Away they went galloping, galloping, galloping.

They went galloping on and on.
How happy they all were!
They sang and sang and sang.
By and by Dark Pony stopped.
He had come to Sleepytown.
All the eyes were shut.

Niddy and Noddy and White Dog and Black Cat and Red Cock and Gray Squirrel were all fast asleep.



THE ALPHABET

	a	b	c	d	e	f	g	h	
i	j	k	l	m	n	o	p	q	r
	s	t	u	v	w	x	y	z	

	A	B	C	D	E	F	G	H	
I	J	K	L	M	N	O	P	Q	R
	S	T	U	V	W	X	Y	Z	

WORD LIST

This list includes the 303 different words used in the Primer—an average of two and a half words to a page.

7 see
the
cat
kittens
come

8 saw
a
bird
it
too
flew
away

9 said
to
barn
went
mouse
ran

10 house
we
gave
them
milk
for
dinner

11 Spot
is
my
she
black
and
white
I
like
me

12 has
four
one
gray

13 day
rain
came
was
wet
were
mew
are
took
into
they
sleep

14 little
Alice
her
father
he
basket
what
in
can
you
guess

15 no
not
dog
yes

16 some

17 girls
nest
tree
two
pretty

18 eggs
three
blue

19 sat
on
mother
there
after
from
sang
looked

20 soon
could
fly
good-bye

21 dove
cow
coo
wings
don't
wish
had
moo
give
boys
want

22 sheep
baa
wool
keeps
warm

23 horse
rides

24 hen
cluck

25 all
happy
am

26 where
do
Mr. Jay
land
of
play
that
far

27 Mrs.
love
how
get
above

28 blow
your
horn
meadow
corn
who
under
haycock
fast
asleep

29 wake
up

30 drive

31 Bo-peep
lost
tell
find
leave
alone
will
home
bring
their
tails
behind

32 morning
have
did
with

33 hear
Oh
go
thank

34 any
sir
bags
full
master
dame
lives
lane

36 take
make
coat

37 pig
down
road
garden
flowers
woof

38 red
chickens
by
eat

40 farmer
stop
out
back

41 Piggy Wig
woods
build
may
cut

42 fill
cracks

43 say
Cock-a-doodle-doo

44 Jack Rabbit
built
goose

45 once
his
pen
feet
wee
run
round

46 found
eyes

47 ears
heard
bow-wow

48 nose
smell

49 mouth

50 something

52 now
clovers

58 so
pink
be
big
then

54 squirrel
hole
ground

55 at
nuts
along
sit
floor

56 us
must

57 Bobbie
coming
Brown
Owl

58 dug
swept
covered
next
winter

59 shells
put
dear
night

60 Ned
cart
grand-
mother
him
an
apple
cookies

63 yard

64 peep

66 bread

67 ate
drank

70 whoo

73 name
kind

75 would

76 pussy

78 brook
dance
playmates
both
sing
tirili
ting

79 tumbled
sight
still

80 windmill
water

81 help

83 sorry

84 north
cold

86 let

87 hurrah
snow
man
hill

90 about
Patty

92 patted

93 know

95 Christmas
upon

96 branches

98 other

99 sleigh
jumped

101 sisters

102 Ray
Easter

103 catch

105 stopped

108 pony

110 sick

111 galloping

114 bed

115 doll

116 cheer

117 shut

118 dark
Sleepy-
town
Noddy

119 Niddy

123 place

MANUAL FOR THE
ELSON-RUNKEL PRIMER

PRESENTING A DETAILED METHOD OF PROCEDURE
FOR THE TEACHING OF READING

By

WILLIAM H. ELSON

AUTHOR ELSON READERS

AND

LURA E. RUNKEL

PRINCIPAL HOWE SCHOOL, SUPERIOR, WISCONSIN

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INTRODUCTION

In order to teach reading effectively, some systematic plan or method must be followed which will give beginners independent control of the mechanical problems involved. The plan should also ensure pupils the ability *to interpret the thought* of the printed page. Such a method, definite and detailed, is presented by the Manuals accompanying the Elson-Runkel Primer and the Elson Primary School Readers, Books I and II.

Vital Defects in Prevailing Methods

In the past, a number of elaborate systems or "methods" have been worked out, and used in the schools with greater or less degrees of success. Practically all of these methods have been based upon the plan of analyzing our entire spoken language into its various phonetic elements, and then supplying drill on each of these elements by means of type words. The reading material of primers which follow these methods consists largely of disjointed sentences, built up out of phonetically selected words, as they are from day to day developed.

In recent years, however, experimental psychology has been throwing new light on the reading process. After a careful study of public school practice, Dr. Edmund Burke Huey, Dr. John Dewey, Dr. G. Stanley Hall, and other scientific investigators have pointed out vital defects in the prevailing systems, and have urged a reconstruction of teaching methods, in harmony with the new psychology of reading. They call attention to two special faults in present-day methods:

(1) The stress is placed upon mechanical memory, to the neglect of the development of thought power. In the words of Dr. Huey, "The actual aim that has guided in the selection

and arrangement of most of the early reading-matter has been the development of the power to recognize and call words, making reading a matter of word-pronouncing, mainly." Indeed, by making word-mastery the end, these methods produce readers of words rather than of thoughts.

(2) The child's interest—his only motive for learning—is ignored, since no vital content is provided for him. Dr. Dewey, in speaking of what he terms the "utter triviality of the contents of our school primers and first readers," says they "lack the essential of any well-grounded method, viz.: *relevancy to the child's mental needs.*" It is to be remembered that a method which ignores interest is extremely wasteful of energy. For interest is the most powerful impelling force; when it is lacking, its place must be taken by external compulsion, resulting in laborious drill.

The Natural Method of Teaching Reading

In the light of the new psychology of reading, it would appear that the natural method of teaching the child to read provides him with material (stories) of such nature as will grip his interest and constantly develop his power for connected thinking, by means of incident and plot structure. Through the use of this *vital content,* the natural method develops the various phonetic elements of our language, one by one, as they are encountered in the story. A content of simple but vivid stories, expressed in a typical child vocabulary, will inevitably contain these phonetic elements, and will bring them to the child in the course of his reading needs quite as rapidly as he is capable of mastering them. Moreover, the type words selected from such material for drill purposes will come to him in interesting associations, as integral parts of real stories. Contrast the type words found in many primers,—doled out to the child in stiff, unnatural sentences, built up merely because some particular page is designed to exhibit, let us say the "in" family and therefore weaves an inane sentence to contain the word "pin."

In the nature of things, reading-material constructed on this artificial basis is certain to lack continuity of thought. Indeed, pages of such primers and first readers may be read almost as effectively by beginning with the last sentence and reading up to the top of the page, as by reading in the usual way from top to bottom.

The Elson-Runkel Method

The Elson-Runkel Primer and the Elson Primary School Readers, Books I and II, are the outgrowth of a deep conviction that the new approach to the reading problem, pointed out above, is pedagogically sound. The keynote of this approach is well stated by Dr. Huey: "The child loves a story, loves to get somewhither in what is said, wants an outcome to the discussion." This fundamental truth has been a guiding principle to the authors in the preparation of the Elson-Runkel Primer, which consists of a wide variety of interesting stories.

The distinguishing feature of the Elson-Runkel method is that by it the child is made thoroughly familiar with the plot of each Primer story, before he attempts to read the text. To accomplish this end, the teacher tells the fuller story, (printed in Part Five of the Manual) of which the text version is merely a simplified form.

This "background of familiarity" provided by the oral story is the most important contribution of the Elson-Runkel method to the pedagogy of reading. Such a point of departure possesses five distinct advantages:

(1) It enables the child to follow intelligently the thread of the narrative, when he comes to the reading of the Primer text. Without some foreknowledge of the plot action, the beginner is so engrossed in the effort to interpret individual words, that he is unable to see clearly the movement of the story.

(2) It makes the child thoroughly familiar with the sound and meaning of the words he will later find in reading the text. With this feature in mind, the authors have carefully adapted

the oral stories in such a way as to use over and over again the Primer vocabulary. If the child has previously known (orally) a certain word used in the text, his memory of it is thus immediately refreshed; on the other hand, if he has never previously heard the word, he is now made familiar with it, as an integral part of an interesting incident.

(3) It enables the child to see the relationship of each printed word to the sentence-thought, instead of looking upon the word merely as an isolated symbol. This *complete* mastery of the word is ensured by the fact that the sentence-thought has already been unfolded to him orally in substantially the same form.

(4) It develops the power of connected thinking,—the ability to grasp the relationship which each sentence bears to the story-incident.

(5) It enriches and illuminates the Primer narrative for the child, by adding a setting and interesting details which cannot be given in the text because of vocabulary limitations.

This use of the told story is the *natural* point of departure in teaching the child to read, for he has acquired in the home the power to translate spoken words into meaning and to visualize situations described by them. The school thus begins its work where the home has left off, utilizing the capacities which the child brings with him, and building upon his previous experience.

Prepared by the Elson-Runkel method, the child is eager to master the mechanical difficulties, in order that he may read more of the delightful stories provided for him. The important words in the story, rich in meaning to him, he quickly learns to recognize at sight in print or script,—a very different process from the memorizing of isolated words, merely to drill on some phonetic element. Soon a working vocabulary of printed words is at the child's command, acquired through interesting associations, instead of by painful drill on meaningless forms. Words in groups—phrases and sentences—also have come to him out of these relationships; and, lo! he is able to read the story he knows and loves. From this point forward, awakened interest

and purposeful motive carry him over the formula—from the told story to the reading of the same story in simplified form—with a joy and a growing sense of power to get meaning from the printed page, unknown in a method which subordinates content to mere memory drill. Throughout, the child is eager to master words, phrases, and sentences, because they come to him as new forms of a content in which he already has abundant interest. This motive impels him to acquire control of all the mechanical problems involved in reading.

A feature of the Elson-Runkel method which is of great importance is that it economizes effort, not only by utilizing the spontaneous power of interest, but also by developing phonetic elements *as, one by one, they arise naturally in the child's reading.* In this way motive for mastering difficulties is constantly present, and the knowledge acquired is immediately applied, becoming a fixed equipment, without the painful drill necessary in the use of less vital methods.

Pre-Primer Work

The customary preparation for the reading of the Primer selections, before the text is placed in the hands of the child, is fully treated in the Manual, under the heading "Pre-Primer Work." This preliminary training, however, differs from the mechanical drill so prevalent, in that it is based upon a series of stories, with the interesting "background of familiarity" which they create. These stories, which are to be told by the teacher, are printed in Parts Three and Four of the Manual. They are not the same as the Primer narratives, but are similar to them in theme, and contain the most important words of the early text material. Thus, through the use of the oral story, these fundamental words are thoroughly developed for the child, before he attempts to read the printed page.

In the Pre-Primer work, as in the treatment of the Primer text, the stress is laid upon *complete* mastery of the word,—including its relationship to the sentence-thought. In this connection, it

will be noticed that the basis of the preliminary work is *interest through oral familiarity.* Thus the Elson-Runkel method presents, from first to last, a definite and harmonious mode of procedure.

Preparatory Development of Each Primer Story

When the Primer is placed in the hands of the child, further preparatory work in word-control is given in connection with each story, before text reading is attempted. In this treatment, the words which were not taught in the Pre-Primer work are thoroughly developed. It will be remembered that the teacher has already told the fuller version of the story, thereby making these words orally familiar to the child. The transition, therefore, from oral to visual interpretation is natural and simple.

Word-Control Through Phonetics

The manner in which the Elson-Runkel method enables the child to read the interesting content of the Primer has already been made clear. The ability to read a given book, however, is not an end in itself, but merely a foundation for the larger power of controlling new words as they are encountered in more general reading, where the "background of familiarity" is wanting. This larger power, it is universally recognized, comes most easily through mastery of the various phonetic elements of our language. The value of this training lies in the fact that it enables the child to control not only the particular type word chosen to illustrate a given phonetic element, but also all words of the same family wherever found in later reading. A detailed plan for establishing such mastery is carefully marked out by the Elson-Runkel method. This plan, however, differs from that of prevailing mechanical methods, in that the phonetic elements are taken up as, one by one, they appear in the printed story. Thus the child's *immediate reading needs,* not arbitrary adult conceptions, determine the order in which these elements are treated, and furnish the motive for their mastery.

Divisions of the Manual

For the sake of convenience, the Elson-Runkel method (which may well be termed the "natural method") is treated in the Manual under the following heads:

Part One—Practical Suggestions (pp. 141-146).
Part Two—Games for Drill (pp. 147-153).
Part Three—Pre-Primer Work (pp. 154-190).
Part Four—Pre-Primer Work (Optional) (pp. 191-200).
Part Five—Primer Work (pp. 201-266).

Part One discusses certain fundamental points in the teaching of reading which should be given special attention.

Part Two consists of thirty-five games (for the most part in connection with card devices) for drill in securing word-mastery.

Part Three provides lessons preparatory to the use of the text. It thoroughly develops from parallel oral stories (see page 137) some fifty of the most important words found in the early Primer pages, as well as the sounds of all consonants. Systematic drill upon these fundamental words and phonetic elements is provided through blackboard work, card sets, and games. As outlined in the Manual, the Pre-Primer work covers a period of six weeks, but varying school conditions may make it desirable for the teacher to modify either the time devoted to this work, or the number of words developed.

Part Four (optional) is provided for those teachers who desire longer preparation for the Primer than is offered in Part Three. It covers a period of three weeks, and develops by the oral-story method some twenty-five additional words found in the text, as well as extending the previous treatment of phonetics. Here, as in the preceding part, the teacher may find it desirable to modify either the time allotted or the vocabulary treated, to suit particular school conditions. While this optional work is of very real value and its use is strongly recommended, nevertheless the preparation outlined in Part Three definitely fits the pupil to begin to read the Primer stories.

Part Five outlines the work in connection with the text. It contains the fuller oral stories upon which the Primer versions are based, and a complete development of these selections, as well as the phonetic elements taught through them.

PART ONE

PRACTICAL SUGGESTIONS

Factors in Reading Ability

Good reading ability is made up of a number of factors, and the teacher should hold before her a clear perspective of the relative values of these factors, as a daily guide in her class work. Obviously, the power to control words comes first. The teacher, however, should remember that word-mastery is merely a means to an end,—the interpretation of the *thought* of the printed page. For reading is vastly more than mere word-getting. It is not sufficient that the child can recognize a given word at sight and call it correctly. He must also associate it with its appropriate meaning—it must suggest to him its full content. More than this, the child must intelligently fuse the individual words into phrases and sentences. Finally, reading includes the ability to interpret thoughts in their organized relation to the story, that is, the power of following the plot.

Since thought-interpretation is the ultimate goal of all reading lessons, the teacher should constantly test her pupils to make sure that they have a thorough appreciation of the story-unit.

The Oral Story

The fundamental importance of the oral story in the Elson-Runkel method has been explained on page 135. For the convenience of the teacher, the fuller version of each Primer narrative is printed in the Manual. This version should be told (not read) to the children several times, until a "background of familiarity" is well established for the story-plot. In this oral presentation, the teacher should make each incident stand out clearly, having the pupils follow by means of the Primer

pictures. A good plan for testing the children's mastery of the plot is to ask them to give back the incidents of the story in their correct order. Children will be aided in this work by the fact that each important step in the story is accurately visualized in an illustration. It should be noted, too, that the story-plot has been unfolded in such a manner as to make each page of the text deal with a distinct incident. The page unit thus serves as a convenient basis for the retelling of a part of the narrative by individual pupils.

The Use of the Primer Illustrations

No feature of the Elson-Runkel Primer has been worked out with greater care than the illustrations. They are not mere decorations (as is the case in many texts), but have been so drawn as to accurately present in visual form each step of the narrative. They constitute, as it were, a complete panorama of the story, unfolding the action pictorially as the text unfolds it through the printed word. So intimate, indeed, is the connection between text and illustration, that pupils should be encouraged to study the pictures systematically before they begin to read. The teacher may well share with the children the enjoyment which comes from this study, directing their attention to points in the pictures which make the story-action vivid. In this way the illustrations will serve their full purpose, enriching the text and helping the children to gain the complete content of the story.

For example, the picture at the top of page 44 visualizes actions which otherwise must be vague and indefinite to the child, while on page 59 the illustration supplements the text, making the last line clear.

Dramatization

Acting or playing the story makes it *real* to the child and gives him vivid impressions. Thus, the several incidents are made to stand out distinctly, and the child is enabled to repro-

duce them in their order. For, when the child becomes an actor in a drama, he must hold the run of events in mind and do "team work" with others. The teacher should remember that entertainment and show are not the aims, but an accurate interpretation of the story, a better seeing, and a keener appreciation.

The stories should be dramatized several times. This will call into action all the different children, offer opportunity for individual initiative, and strengthen the feeling of unity for the story-whole. It is well to give pupils a large part in planning and arranging the dramatic presentation.

Word, Sentence, and Phonetic Development

A complete system of phonetics is worked out in the Elson-Runkel method, based upon the vocabularies of the Primer and the Elson Primary School Readers, Books I and II. All of the fundamental phonetic elements are thoroughly developed. The Primer Manual treats various sound elements which enable the child to master the important phonetic words found in the text.

Systematic drill should be given upon the words, phrases, and sentences listed for that purpose. It is well to take advantage of the phonetic cards and games to make this part of the work enjoyable. The plan provides for two lessons in reading and one separate exercise in phonetics each day.

Reading from the Book

The teacher should make sure that the pupil has the *thought* of a sentence before he attempts to read it orally. Time should first be allowed for silent interpretation. This, in connection with the "background of familiarity" previously supplied by the told story, will enable the pupil to read orally with understanding.

It is well not to allow children to point to the words as they read, as such a habit tends to weaken the feeling for phrase-unity. When they have acquired some power, they should read

more than one sentence at a time—a group of sentences, a page, even an entire story. In this way they learn to tell "what it's all about."

The teacher should not fail to show children by example how to read difficult sentences. Indeed, from time to time, she should read entire paragraphs and pages for them. This presentation of a "model" by the teacher should not, however, precede the effort of the pupils to express the same passage.

The Personal Touch

In the use of oral stories, it is desirable to establish a vital connection between the pupils and the selection, for it is the personal touch of interest that counts with children. Recognizing this fact, the authors have chosen for the Elson-Runkel Primer, stories that largely center around characters and incidents which are significant to the normal child through his own experience. The teacher will utilize this basis of personal knowledge by reviving the experiences of the children. This gives a sense of reality to the story and enables pupils to realize in imagination the events read about.

Children's Limited Experience

It goes without saying, however, that no body of material can be chosen which is wholly based upon experiences common to *all* children. When the teacher finds a story, or an incident in a story, that deals with experiences foreign to some of the children, it must be made meaningful to them. There are many ways of giving such a passage significance and, therefore, vividness. The teacher recounts experiences of her own which are similar to those described in the story. She has seen what the characters in the narrative saw, or something quite like it; so she tells about it. She may directly, by means of objects, or indirectly, by means of pictures, supply the necessary concrete experience. Whatever method she employs, it is important that she should avoid the

common mistake of assuming that the printed name of an object *calls* up to the children its appropriate mental picture, when in fact the word has no significance, whatever. A safe maxim for the teacher, here, is "Be sure that the pupils have mental images corresponding to the words they read." City children are particularly limited in their sense training of objects in Nature, and the teacher is in danger of taking it for granted that such children have had experience, which in reality is totally lacking.

Suggestions for Supplementary Work

In Parts Three, Four, and Five of this Manual, supplementary stories, verses, songs, games, occupational work, etc., are suggested for use in connection with individual stories or story-groups. For convenience, these suggestions have been placed immediately following the Manual treatment of the basic story or story-group which they are intended to supplement. This additional material gives variety and enrichment to the work and offers enlarged exercise-ground for establishing the child in the mechanics of reading. At the same time it increases interest through new treatment of a theme that is already familiar.

Before taking up a new story or story-group, the teacher should consult the Manual treatment of both the basic and the supplementary stories. She will then be in a position to make her program in the light of all the data offered, drawing upon the supplementary material in the most advantageous way.

Games for Drill

Part Two of this Manual consists of games, suggested as a means of making the necessary drill upon the mechanics of reading interesting. In Parts Three, Four, and Five reference is made by number to games in this list, which are suited to the particular kind of drill required. These suggestions, however, are merely tentative. The teacher should feel free to draw upon any game in Part Two, whenever it seems suited to her needs.

Card Devices and Chart

The following sets of cards, in addition to the Elson-Runkel Reading Chart, are provided for use in connection with the Elson-Runkel Primer for purposes of drill:

Set I. Outline Picture Cards.
Set II. Letter and Phonogram Cards.
Set III. Sight Word Cards.
Set IV. Seat Work Letter Cards.
(For building words.)
Set V. Seat Work Word Cards.
(For building sentences.)

The Outline Picture Cards (Set I) supply subjects for conversation lessons in connection with the development of words, associating the word with the picture. They furnish models for drawing and cutting.

The Letter and Phonogram Cards (Set II) are for use in giving drill in rapid recognition of the sounds suggested by the printed forms.

The Sight Word Cards (Set III) are used for the purpose of giving word drill in connection with every lesson.

The Seat Work Cards (Sets IV and V) provide a means for drill upon building Primer words and sentences.

The Elson-Runkel Reading Chart is for use in preparing children to begin reading from the Primer Text. It deals with the Pre-Primer vocabulary and provides drill in sentence interpretation.

PART TWO

GAMES FOR DRILL

Game 1. Have list of words on the board. Select two children, giving each a pointer. As word is called see which child can find it first. Then select two more children, and so on.

Game 2. Have words on board. Say a word and then call a pupil to erase it. Continue until all words are erased.

Game 3. Have words on board. A child thinks of one of these words; another child tries to guess it by saying "Is it (dog)?" pointing to "dog." Continue until word is guessed.

Game 4. Place two columns of words on blackboard—same words in different positions. At a signal two children pass to the board to see which can say column of words first.

Game 5. Teacher flashes a phonetic card or a word card before children and calls on a child to speak the sound or word. If he does not say it correctly, give him the card, tell him the sound or word, and later call on him to say it.

Game 6. Hide phonetic cards (Set II) or word cards (Set III) about the room. Allow children to hunt for them, taking only the ones they know. Who has the most?

Game 7. Place phonogram cards (Set II) on blackboard ledge. Give each child a consonant card and see how many words

he can make by placing it before phonograms, skipping those that do not make words he knows, as:

b ad	ab	b ag
c at	c an	c ap

Game 8. Write a column of words. Call on one child at a time to say a word; if he knows it, draw a stone for a wall. See how high a wall can be built.

Game 9. Mount or draw pictures of objects or animals used to develop consonant sounds, as, watch for "t", dog for "r", etc. Place these cards on blackboard ledge. Distribute consonant cards of Set II and ask each child to place his beside the card which pictures its sound; as "m" beside picture of cow, etc.

Game 10. Teacher holds a package of word cards (Set III) in her hand. She begins with John and shows him a word; if he can pronounce the word, he gets the card. If he does not recognize it, she passes to the next in order, Tom. Tom gets the card if he knows the word. Teacher goes up and down the class until her package of word-cards is exhausted. John has ten cards,—more than any other child, and so wins the game.

Game 11. Write any number of phonograms on the blackboard,—one for each child. Suppose 12 children are playing. Each child chooses a phonogram (Set II) and takes his place at the blackboard where his phonogram is written. Each of the 12 children pronounces his phonogram. Teacher rings a bell as a signal. No. 1 changes places with No. 12. They repeat the phonograms acquired by the exchange. No. 2 and No. 11 now change places and pronounce the phonograms acquired. No. 3 and No. 10 change places. The process is repeated until all have changed places. At first teacher may ring bell as a signal. After one round has been played no signal will be needed.

Game 12. Teacher places a column of words on the board. John and Mary step to the board. Teacher points to a word. Which can pronounce the word first, John or Mary? Sometimes

John recognizes it first; sometimes Mary; sometimes both recognize and pronounce the word at the same time. Children are the judges. They decide who wins the game, and choose the next two contestants.

Game 13. Children stand in semi-circle. One child plays on the outside of the semi-circle, standing directly behind No. 1. Teacher starts in front of No. 1 on the inside of the semi-circle, holding a package of word cards (Set III) in her hand. She holds a word in front of No. 1; if he correctly calls the word before the child behind him calls it he gets the card. If, however, the child behind him is the first to name it, they exchange places. Teacher continues to the opposite end of the semi-circle and if her cards are not exhausted begins with No. 1 again. The game is to hold one's place in the semi-circle and get as many cards as possible.

Game 14. If twenty children play, write nineteen words on the board. Place these words far enough apart so that each child can stand with his back to a word. Write the word high enough to be just above his head. The twenty children stand in a part of the room opposite the board which contains the words. When the teacher rings the bell each child tries to run to a word he recognizes, before any other child can reach it. If he succeeds, he stands at the board with his back to it. Since there are but nineteen words, one child (John) fails to get a place at the board. He did not recognize a word soon enough, or he did not move fast enough; for this reason, he's "It." But John has another chance, for now the nineteen children call their words in rotation. If John can pronounce Mary's word before she does, he takes her place and Mary is "It," and so the game continues. The result is a changing and scrambling for a place at the board. After the nineteen children at the board have pronounced their words, the first half of the game is over. Teacher rings the bell, and all children, including "It,"

run around the room. Each child chooses another of the words on the board. (He must not choose the same word he did in the first half of the game or he's "out.") Some child is "It" again and the game is repeated.

Game 15. Place word cards (Set III) along the chalk tray. Each of 10 children takes a card. They then form a line (called the "sign-post" line), holding the cards above their heads. Each child at his seat chooses one of the words held by the children in the line. The teacher calls upon a child to repeat the word he has chosen and to stand in front of the child in "sign-post" line who holds the word. She repeats this until ten children from the seats are standing in front of the "sign-post" line. They form a new line called the "runners" line. At a signal the child at the head of the "sign-post" line passes to the foot. The children of the "runners" line run around the room, and return to the "sign-post" line. This time, however, each child has a different word to recognize; for the original No. 1 of the "sign-post" line is now No. 10. The runners must recognize the words which mark their proper places, while they are running. After taking their places they call their words without turning to look at them. This game is sometimes called "He who runs may read."

Game 16. Children stand in semi-circle around the teacher. Each child holds a word card (Set III). Child in center holds no word. He steps in front of No. 1 and says, "Toadie, toadie, how art thou?" No. 1 answers, "Very well, I thank thee, now." Child who asked the first question says, "How's thy neighbor next to thee?" No. 1 answers, "Take this nest and I'll go see." Child who addressed No. 1 takes nest and stands in No. 1's place. No. 1 becomes the visitor now and repeats the little verse to No. 2—Toadie, toadie, etc. No. 2

says, "Take this egg and I'll go see." Repeat the process to the end of the semi-circle. Each child has moved and each child has held a different word in his hand. Every child has pronounced and heard pronounced many different words.

Game 17. Draw trees on the board, writing a word on each tree. See how many trees the children can cut down by calling the words.

Game 18. Draw a tree with apples on it. Write words on the apples. See how many children can pick all the apples.

Game 19. Draw a tree with nuts on the ground. Write words under nuts. See who can fill the biggest basket.

Game 20. Draw birds and write a word under each bird. See how many birds fly away (are erased) when the words beneath them are called.

Game 21. Draw a fish pond. See who can catch the most fish by calling words which are written in the pond to represent fish.

Game 22. Draw a large basket and write words on it. See how many can carry it by calling all the words.

Game 23. Draw a barn with yard surrounding it. Place animal names in barn and yard. How many children know all the animals?

Game 24. Draw a garden and put words in for flowers. How many children can name all the flowers?

Game 25. Draw a clover field, writing words with pink crayon for clovers. See how many the children can pick by naming words.

Game 26. Draw a sled at top of a hill, which is represented by words. See how many children can slide down without falling. (A word missed is a fall.)

Game 27. Have paper stars with a word written on each one. A child who names all has a star to take home.

Game 28. Draw a Christmas tree and place words on it, calling each word a present. See how many children can tell what are in the packages.

Game 29. Cut out stockings; write a word on each. Give each child a stocking and ask him what is in it.

Game 30. Have paper flags with word written on each one. How many can tell all the words?

Game 31. Draw Easter eggs, writing a word below each one. Who can find the most?

Game 32. Take phrases from the lesson text; for example, (1) Went to the house. (2) Gave them milk. Children stand in a row in front of the board, looking at the first phrase. When a child is sure that he can repeat it from memory he turns his back to the board. Teacher waits until all have turned their backs. The child who turns first wins the game. Teacher requires all to repeat phrases.

Game 33. Children play this game at their desks, Primers in hands. Teacher indicates which paragraph or portion of page all the hunting is to take place in. She then says, "Find *bird.*" Each child as soon as he finds the word, places his index finger under it, and says, "I spy," and runs to the front of the room, keeping his finger under the word.

When all of the children playing have found the word and

have run to the front of the room, the teacher places her hand on a child's shoulder as a signal that he is to repeat the word he has his finger on, and then skip back to his seat. Each child in turn is treated in the same way. When all of the children are back in their seats, the teacher asks for another word and the process is repeated. If John cannot find his word, teacher places the word on the board to assist him. This is not done until all of the other children have found the word and the teacher is sure John cannot.

Game 34. Distribute word cards, giving one word to each child. Call a phrase, as, "to the house," or a sentence, as, "The mouse ran away." The children who have these words pass to the front of the room and stand in correct order to form the phrase or sentence.

Game 35. Have a "spelling down" match, to see which child can stand the longest, using either sight word, or phonetic cards.

PART THREE

PRE-PRIMER WORK

The lesson plans are developed under four* main steps, as follows:

First Step—THE ORAL STORY.

The teacher tells the oral story, repeating it at each lesson. The pupils follow by means of the Primer pictures, which help them get the thought. Then the children tell the story-incidents in correct order.

Second Step—DRAMATIZATION.

The children act out the events of the story, simply and naturally.

Third Step—WORD AND SENTENCE DEVELOPMENT: PHONETICS.

When the story-plot has been established, the teacher develops the "mechanics" of reading under the following topics:

(a) *Words.* These are listed in two groups, "Review" and "New." Under "Review" are included all words which have been previously taught and also words which the child can control by means of phonetic elements previously taught. All other words of the lesson are listed as "New," including those to be taught as sight words as well as those to be taught phonetically. The first time a phonetic word appears, it is treated as a "sight word." When, later, a word of the same phonetic family occurs, it is developed from, or associated with, the common phonogram, drawn from the original word. For example, *hay* appears, and is taught as a sight word. Later, *day* occurs, and is developed from "ay" in *hay*. Other words, developed in this connection from the "ay" phonogram, as *May, say,* etc., are treated as review words when they are met later.

(b) *Group words.* Words in groups are listed for drill, to establish word relationship and phrase-unity in reading.

(c) *Sentences.* Complete sentences are listed for drill, to give skill in fusing the individual words of a sentence into a thought-unit.

(d) *Phonetics.* This includes phonograms, blends, and consonants.

Fourth Step†—READING LESSON.

The children read the Primer story, studying each sentence silently before they attempt to read it orally.

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* In Parts Three and Four the treatment is subdivided into "Lessons." Two reading "lessons" and one phonetic "lesson" are provided for each day.

† In Parts Three and Four no Fourth Step is listed, because no text reading is attempted.

THE FAMILY

(DAYS 1–2)

First Step—The Oral Story. (To be memorized.)

This is the mother good and dear,
This is the father full of cheer,
This is the boy so strong and tall,
This is the girl who plays with her doll,
This is the baby, the pet of all,
See the whole family, great and small.
—FROEBEL.

Second Step—Dramatization.

Dramatize the above finger play, using the thumb to represent the mother, the index finger the father, etc.

Third Step—Word and Sentence Development: Phonetics.

Words

(New) mother father boy girl

Lesson 1. Ask questions like the following:

Whom did you leave at home this morning, John?
Whom did you leave, Mary?
Let us say our little story about them. (Repeat finger play.)
Whom do we name first in our story? (Mother.)
I have a picture to show you. (Show mother picture, Set I.)
Of whom is it a picture? (Mother.)
I will show you mother's name. (Write "mother" on board.)
What does this say? (Mother.)
All say it.
Write it many times, having different children say it.
Next time we will learn a new word.

Lesson 2. Repeat the finger play.

About whom did we talk this morning? (Mother.)
Find her picture for me, John.
Whose name is this? (Write "mother" on board.)
Who comes next in our story? (Father.)
Find father's picture. (Set I.)
Would you like me to write "father?" (Write "father.")
What does this say? (Father.)
All say it.
Write "father" and "mother" many times, so children will learn to distinguish them.

Lesson 3. Repeat finger play.

Here is a picture of another member of the family. (Set I.)
Who is it? (Boy.)
"Boy" is our new word for today.
I will write it on the board. (Write "boy" rather low on the board.)
What does this say? (Boy.)
Place picture underneath "boy."
What word is this? (Write "mother.")
Find the mother's picture and place below it.
Use same method for "father."
Say the words as I point to them.
Now we will take the pictures away. See if you can tell me the words as I point to them.
Write them a number of times on board. Then use Game No. 1 (page 147).

Lesson 4. Repeat finger play.

Guess whose picture we shall have today.
Find the girl's picture. (Set I.) Place it on blackboard ledge.

I will write "girl" just above it.
What is the word? (Girl.)
Trace with finger in air the word "girl."
Write "father," "mother," "boy," on the board.
Find father's picture. Place it below the word.
Do the same with the pictures of the others.
Write the word a number of times and use Game No. 2 (page 147).

*Phonetics** (*t*)

Lesson 1. (First Day.)

What tells father when to go to work? (Watch.)
What tells him when to go home? (Watch.)
What does the watch say? (*t*.)
Say it several times.
I will write what it says. (Write *t*.)
You all may write it with me, up in the air.
First we go up, then down, then up, then the cross.
What does it say?

Lesson 2. (Second Day.)

What tells father when to go to work?
Find a picture of one.
What does it say? (*t*)
Say it as I write it. (Write it many times.)
Write it with me up in the air.
What does it say?
You may all write it on the board.
Write it many times.
Say each one and erase.

* One phonetic lesson only is planned for each day.

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE FAMILY)

I. Supplementary Story. "The Fairy Who Came to Our House." Carolyn S. Bailey in *For the Children's Hour.*

II. Conversation. The family, the members, their occupation, etc.

III. Poem. (To be memorized.)

Hundreds of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of bees in the sunny weather,

Hundreds of dewdrops to greet the dawn,
Hundreds of lambs in the purple clover,
Hundreds of butterflies on the lawn,—
But only one mother the wide world over.

—GEORGE COOPER.

IV. Song. "Father and Mother's Care," by Patty J. Hill in *Song-stories for the Kindergarten.*

V. Song Game. "This Is the Mother," by Eleanor Smith in *Songs for Little Children,* Part I.

VI. Occupation. Cut from magazines, pictures of the family, and mount them.

HOW THE HOUSE WAS BUILT

(DAYS 3–4)

First Step—The Oral Story.

Once there was a dear family—a father, a mother, a big boy named Tom, a little girl called Polly, and a dear little baby. Can you guess what they wanted most of all? (Have children guess.)

They lived in a home that was rented, and what they wanted most of all was a home all of their very own, with a sunny room for Father, Mother, and Baby, a big room for big Tom, a little room for little Polly, a room for cooking and eating, and a cozy little sitting room.

One day when Mother was sewing, Tom was reading, and Polly and Baby were playing, Father came into the room and sat down. "Draw your chairs closer to me," he said. "I have something to tell you. What do we all want more than anything else in the world?"

"A home!" said Mother and Tom.

"A home!" said little Polly.

"Well," said Father, "I think we shall have it, if each one will help. I am going away to the forest. All winter I must chop down the trees, and when spring comes I shall be paid in lumber. We can use the lumber in building the house."

"What can I do to help?" asked Mother.

"You will be very busy while I am away," said Father, "for you must fill my place as well as your own. You must go to market, and pay the bills, as well as cook, wash, and sew."

"What can I do?" asked Tom.

Father answered, "You may work in a carpenter shop where you can learn to saw, hammer, and plane, so you can help build the house. Now, who will take care of Baby?"

"I will, I will!" cried Polly.

"All right," said Father. "Let us go to work."

After Father and Tom had stored away the wood for the fire, put up the stoves, and made everything ready for winter, Father bade them all good-bye and went away to the woods. There he worked every day all winter, and when spring came and the snow was melting, the river dashed along and took the logs with it down to the sawmill, where they were to be sawed into lumber.

Then Father hurried home to his family. Polly saw him first and cried, "Oh, there is Father!"

"We are so glad to see you," said Tom.

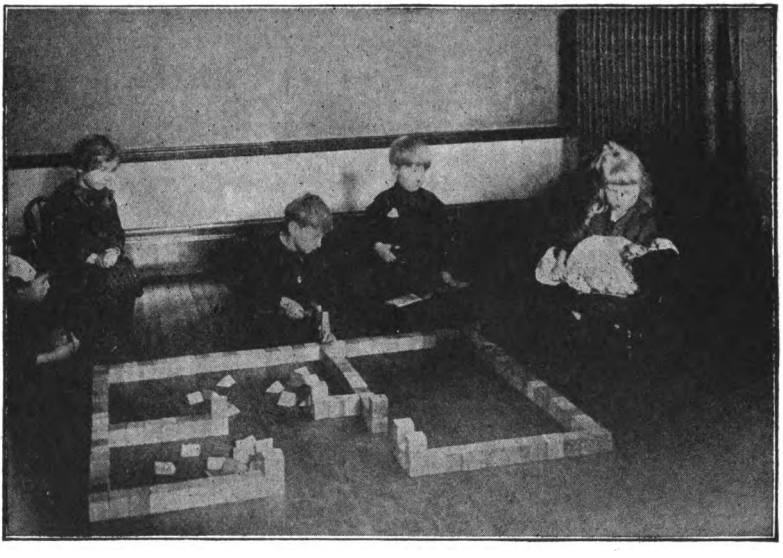
"Has everyone been helping while I have been away?" asked Father.

"Yes," said Mother. "Polly took care of the baby; Tom worked in the carpenter shop; I have gone to market, and sewed, cooked, and washed."

"I must get this dear family into its home. Come, Tom, we must go to work," said Father; and he and Tom went to work. The home was built with a sunny room for Father, Mother, and Baby, a big room for big Tom, a little room for little Polly, a room for cooking and eating, and a cozy little sitting room. Then they all moved into the house, and how happy they were!

—MAUD LINDSAY in *Mother Stories.*

Second Step—Dramatization.



The Building of the House
(A schoolroom scene)

CHARACTERS

Mother *Father* *Tom* *Polly* *Baby*

SCENE

Use children or blocks for logs and lumber. The new home may be made by drawing walls and partitions on the floor with crayon. Mother is sewing. Tom is reading. Polly is playing with her doll. Baby is playing with a ball. Father comes into the house and sits down.

Father: Draw your chairs closer to me. I have something fine to tell you. What do we all want more than anything else in the world?

Mother and Tom: A home!

Polly: A home.

Father: Well, I think we shall have it, if each one will help. I am going away to the forest. All winter I must chop down the trees, and in the spring I shall be paid in lumber, which will help in the building of the house.

Mother: What can I do to help?

Father: You will be very busy while I am away. You must go to market and pay the bills, as well as cook, wash, and sew.

Tom: What can I do?

Father: You may work in a carpenter shop where you can learn to saw, hammer, and plane, so you can help build the house. Now who will take care of Baby?

Polly: I will, I will!

Father: All right. Let us go to work.

(Father and Tom store away the wood for the winter and put up the stoves.)

Father: Everything is ready now for the winter, and I must go. Good-bye, all.

Mother, Tom, Polly, and Baby: Good-bye, Father.

(Tom goes to the carpenter shop. Mother goes to the market, sews, cooks, and washes. Polly takes care of Baby. Father goes to the woods, cuts down trees, takes them down the river to the mill. Then he hurries home.)

Polly: Oh, there is Father!

Tom: We are so glad to see you.

Father: Has everyone been helping while I have been away?

Mother: Yes. Polly took care of the baby; Tom has worked in the carpenter shop; I have gone to market, and sewed, cooked, and washed.

Father: I must get this dear family into its home. Come, Tom, we will go to work.

(Father and Tom build the house, and then they all move into it.)

Third Step—Word and Sentence Development: Phonetics.

Words

(New) tree house the find

Lesson 1.

Of whom is this a picture? (Mother.)
Of whom is this a picture? (Father.)
Of whom is this a picture? (Boy.)
Of whom is this a picture? (Girl.)
What name am I writing? (Mother.)
Now, whose name? (Father.)

What is this word? (Boy.)
And this? (Girl.)
John may take the pictures and put them under the right words.
What did the father cut down? (Trees.)
Let us draw one. (Draw a tree.)
This is our new word. (Write "tree" under picture.)
What is the new word? (Tree.)
Write the five words again, asking children to say them.
Drill on words by using Game No. 17 (page 151).

Lesson 2.

Mary may draw a picture of our new word. (Draw a tree.)
What was our new word? (Tree.)
Write "tree" on the board.
John may find a big picture of a tree and place it under "tree." (Set I.)
What did Father do with the trees? (Took them to the mill.)
What was done with them there? (They were sawed into lumber.)
What did Father and Tom do with the lumber? (Built a house.)
I will draw a picture of our new word. (Draw a house.)
Let us write the word. (Write "house.")
All say it.

Lesson 3. *Sentences*

Find the father, John. (John hunts for the father's picture and finds it.)
What did I tell you to do? ("Find the father.")
I will write that long story on the board. (Write, "Find the father.")
Point to "father."
Point to the new word. (Find.)

What is the new word? (Find.)
Say it again.
Mary, you may do this. (Write, "Find the mother.")
Write the following, asking different children to do what the sentences say:

Find the boy.	Find the tree.
Find the girl.	Find the house.

Have children point to words as called for, dwelling often on "find" and "the" with nouns.
Have children look at one sentence at a time. Erase it, and ask someone to tell what it said.

Lesson 4.
Word drill, using Word Cards, Game No. 5 (page 147).

Phonetics (*p* and *v*)

Lesson 1.
When the men were taking the logs down the river, they passed something that said *p, p.*
What do you think it was?
Yes, it was a steamboat.
Show a picture of a steamboat. (Game 9 Cards.)
What did it say? (*p, p.*)
This is the letter that sounds like the steamboat. (Write *p.*)
What does it say? (*p, p, p.*)
What picture did we have yesterday?
Point to it.
What does it say? (*t*)
Who will find the right letter for it? (Find card, Set II.)
Put beside the watch.
Drill on *t* and *p.*

Lesson 2.
When the father got into town, he hurried home to his family.
Do you think he walked?
Perhaps he rode on the street car.

This is the sound the street car makes: *v, v, v.*
What does it say? (*v, v, v*)
Find the picture of the street car. (Game 9 Cards.)
Place it on the ledge of the board.
I will write the letter that sounds like the street car. (Write *v.*)
Write all sounds learned. Use Game No. 1 (page 147).

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE HOME)

I. Supplementary Story. "The Logging Camp," by Emilie Poulsson in *In the Child's World.*

II. Conversation. The Lumberman and the Carpenter.

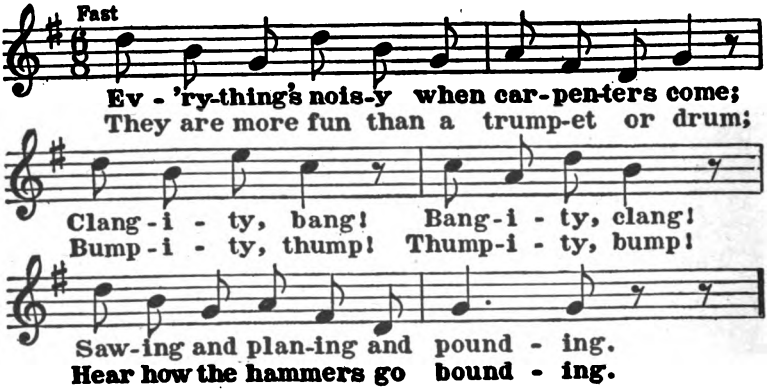
III. Poem. "An Old-fashioned Rhyme," by Emilie Poulsson in *In the Child's World.*

IV. Songs.

(1) "The Carpenter," by Eleanor Smith in *Songs for Little Children,* Part I.

(2) "Carpenters," *The Lyric Music Primer,* page 5.

Carpenters


Fast
Ev - 'ry-thing's nois-y when car-pen-ters come;
They are more fun than a trump-et or drum;
Clang - i - ty, bang! Bang - i - ty, clang!
Bump - i - ty, thump! Thump - i - ty, bump!
Saw-ing and plan-ing and pound - ing.
Hear how the hammers go bound - ing.

V. Game. Hum the above tune and have children show occupations of lumberman and carpenter; as, chopping, hammering, sawing, etc.

VI. Occupation. Free hand cutting of house and furniture.

HEY, DIDDLE, DIDDLE

(DAYS 5–6)

First Step—The Oral Story. (To be memorized.)

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran after the spoon.

—MOTHER GOOSE.

Second Step—Dramatization.

Dramatize above rhyme, and make it the basis for jumping and running exercises.

Third Step—Word and Sentence Development: Phonetics.

(Four lessons are given on words and sentences.)

Words

(New) cow cat dog I see

Group Words

I see

Sentences

I see the dog.	Find the dog.
I see the cat.	Find the cat.
I see the cow.	Find the cow.
I see the boy.	Find the boy.

Phonetics (*f*)

Lesson 1.

Develop sound of *f*, the sound the cat makes when it is cross at the dog.

Lesson 2.

Review, using Game No. 1 (page 147).

SUGGESTIONS FOR SUPPLEMENTARY WORK (MOTHER GOOSE)

I. Supplementary Story. Other Mother Goose Rhymes.

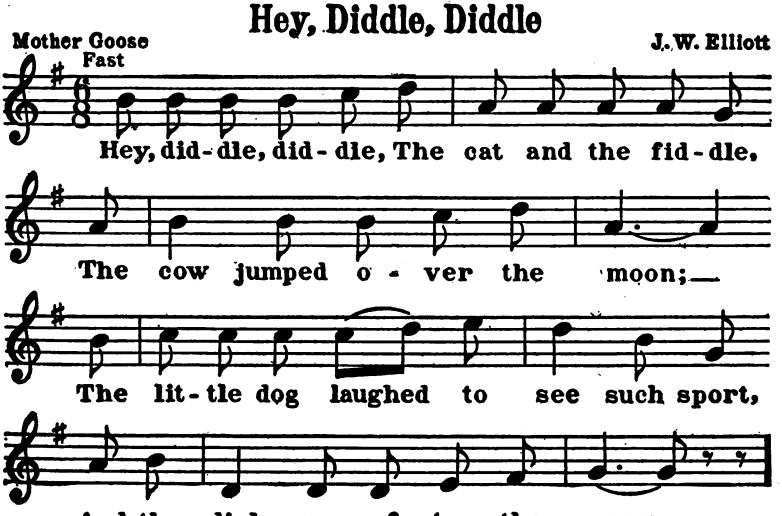
II. Conversation. Story of Mother Goose.

III. Poem. "Hey, Diddle, Diddle."

IV. Songs.

(1) "Hey, Diddle, Diddle," by Esther Crowninshield in *Mother Goose Songs.*

(2) "Hey, Diddle, Diddle," *The Lyric Music Primer,* page 58.


Hey, Diddle, Diddle
Mother Goose
Fast
J. W. Elliott
Hey, did-dle, did-dle, The cat and the fid-dle,
The cow jumped o-ver the moon;
The lit-tle dog laughed to see such sport,
And the dish ran af-ter the spoon.

V. Game. "Hey, Diddle, Diddle," by Carolyn Crawford in *Dramatic Games and Dances for Little Children.*

VI. Free hand cutting of cow, cat, and dog. Mount.

THE BIG RED APPLE

(Days 7–10)

First Step—The Oral Story.

One day Bobbie's grandfather sat by the fire while Bobbie lay on the rug, looking at a picture-book.

"Ho, ho," yawned Grandfather. "I wish I had a big red apple. I would show you how to roast it."

"I'll get you one," Bobbie said; and he jumped up, put on his hat, and ran down the road to a big apple tree. He looked and looked, but could not see an apple.

"Oh," cried Bobbie, "where have all the apples gone?" And then he heard the tree say,

"I haven't an apple left, my dear.
You'll have to wait 'till another year."

So Bobbie turned away and started home across the fields. Pretty soon he met a cat. "Oh, Pussy," he cried, "do you know where I can find a big red apple?"

Pussy looked up at him and said,

"Mew, mew, mew! Mew mew, mew!
I haven't a big red apple for you."

So Bobbie went on, and at last he met a friendly doggie. The dog wagged his tail, and Bobbie said to him: "Oh, Doggie, do you know where I can find a big red apple?"

The dog kept on wagging his tail, and barked,

"Bow, wow, wow! Bow, wow, wow!
If I knew, I'd surely tell you now."

So the little boy went on until he came to a kind old cow, who stood looking over the fence.

"Oh, Cow," said Bobbie, "do you know where I can find a big red apple?"

But the cow said,

"Moo! moo! Moo! moo!
I'd like a big red apple, too."

Soon the boy came to the edge of the woods and there was a big gray squirrel.

"Hello, Squirrel," said Bobbie, "do you know where I can find a big red apple?"

The squirrel whisked about and said,

"The farmer has hidden them all away,
To eat on a pleasant winter's day."

Then Bobbie said, "Thank you," and ran up the hill to the farmer's house as fast as he could go.

When the farmer saw Bobbie, he said, "Good morning, Bobbie. What can I do for you today?"

"Please," said Bobbie, "I want a big red apple."

The farmer laughed. "Come with me," he said, "and you shall pick one out for yourself."

So Bobbie and the farmer went into the house and down into the cellar, and there Bobbie saw a lot of barrels standing in a row, and every barrel was full of big red apples!

"Oh, what a lot!" said Bobbie. "Why did you pick them all?"

"I did not want Jack Frost to find them," said the farmer.

"Does he like apples?" asked Bobbie.

"He just likes to pinch them," said the farmer, "but we like to eat them; so we gather them in for the winter. We have plenty of them, so pick out a good one for yourself."

Bobbie picked out the biggest red apple he could find.

"Thank you, Mr. Farmer, for this nice, big, red apple," he said; and then he ran home to give the apple to his grandfather.

"See, Grandfather," he said, "see what I have!"

"Where did you find it?" asked Grandfather.

"Oh," said Bobbie, "I went to the apple tree, but it didn't have any. Then I asked the cat where the big red apples were, but she didn't know; and then I asked the dog, but he didn't know; and then I asked the cow, but she didn't know; at last I met the squirrel and he told me. Then I ran to the farmer and he gave me this great big one."

"Well, well!" said Grandfather, when Bobbie stopped—out of breath. "Now find me a string."

Bobbie found the string and Grandfather tied one end of it to the stem of the apple. He fastened the other end of the string to the mantel shelf; and there the apple hung over the fire. It turned and twisted, and twisted and turned, while Grandfather and Bobbie watched it; and the juice sizzled out and the apple grew softer and softer, and, by and by it was all roasted. Then Bobbie brought a plate and two spoons.

"Now we will eat it," said Grandfather. "This is your share, Bobbie."

"Thank you," said Bobbie, "this is fine!" And he and Grandfather sat before the fire and ate all of the big red apple.

—KATE WHITING PATCH in *For the Children's Hour.*

Second Step—Dramatization.

CHARACTERS

Bobbie	*Tree*	*Dog*	*Squirrel*
Grandfather	*Cat*	*Cow*	*Farmer*

SCENE

Grandfather sits by the fire. (Fireplace drawn on board.) Bobbie lies on the rug, with a book in hand. The tree, the cat, the dog, the cow, the squirrel, and the farmer are at certain distances around the room.

Grandfather: Ho, ho! I wish I had a big red apple! I could show you how to roast it, Bobbie.

Bobbie: I'll get you one.

(He runs to the tree and looks for apples.)

Oh, where have all the apples gone?

Tree: I haven't an apple left, my dear.
You'll have to wait till another year.

(Bobbie meets a cat.)

Bobbie: Oh, Pussy, do you know where I can find a big red apple?

Cat: Mew, mew, mew! Mew, mew, mew!
I haven't a big red apple for you.

(Bobbie meets a dog.)

Bobbie: Oh, Doggie, do you know where I can find a big red apple?

Dog: Bow, wow, wow! Bow, wow, wow!
If I knew I'd surely tell you now.

(Bobbie comes to a cow looking over a fence.)

Bobbie: Oh, Cow, do you know where I can find a big red apple?

Cow: Moo! moo! Moo! moo!
I'd like a big red apple, too.

(Bobbie comes to a squirrel.)

Bobbie: Hello, Squirrel, do you know where I can find a big red apple?

Squirrel: The farmer has hidden them all away.
To eat on a pleasant winter's day.

Bobbie: Thank you!

(Bobbie comes to the farmer.)

Farmer: Good morning, Bobbie. What can I do for you today?

Bobbie: Please, I want a big red apple.

Farmer: Come with me and you may pick out one for yourself.

(They go into the house.)

Bobbie: Oh, what a lot! Why did you pick them all?
Farmer: I did not want Jack Frost to find them.
Bobbie: Does he like apples?
Farmer: He just likes to pinch them. But we like to eat them.
Bobbie: Thank you, Mr. Farmer, for this nice big red apple.

(Bobbie runs home.)

Bobbie: See, Grandfather, see what I have!
Grandfather: Where did you find it?
Bobbie: I went to the apple tree, but it didn't have any. Then I asked the cat where the big red apples were, but she didn't know. I asked the dog and he didn't know. I asked the cow, and she didn't know. I asked the squirrel and he told me. Then I ran to the farmer and he gave me this great big one.
Grandfather: Now find me a string.

(Soon the apple is roasted.)

Grandfather: Now we will eat it. This is your share, Bobbie.
Bobbie: Thank you, Grandfather. This is fine!

Third Step—Word and Sentence Development: Phonetics.

(Eight lessons are given on words and sentences.)

Words

(New) apple an red said mew moo bow-wow

Drill on words, using Game No. 18 (page 151).

Group Words

an apple I see

Sentences

Drill on "I see" sentences.
I see an apple.
The cow said, "Moo, moo!"
The dog said, "Bow, wow!"
The cat said, "Mew, mew!"

Phonetics (*b, r, w,* and *h*)

Lesson 1.

Bobbie met a little dog. When the dog was happy he made this sound: *b, b.*

Finish development.

Lesson 2.

When the dog was cross he made this sound: *r, r.*

Lesson 3.

When Bobbie came to the apple tree he heard the wind in the branches saying *w, w.*

Lesson 4.

When Bobbie reached home he was very tired, and he made this sound: *h, h, h.*

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE APPLE)

I. Supplementary Story. "The Sleeping Apple" in *In the Child's World.*

II. Conversation. Apples.

III. Poem. "Apple-seed John," by Lydia M. Childs in *In the Child's World.*

IV. Music. Hum a song and have children show picking of fruit, putting into barrels or baskets, etc.

V. Story Game. "The Apple Party," by Madge Bingham in *Stories of Mother Goose Village.*

VI. Occupation. Cut apples and color with colored crayon. Draw trees with colored crayon, cut apples, color and paste on trees.

THE BIRDS' HOME

(Days 11–15)

First Step—The Oral Story.

One day in the springtime, when the little flowers were waking up, Mr. Bird called to Mrs. Bird, who was sitting high up in an apple tree. He said, "Come, let's sing a song and then begin to build a nest in this apple tree."

The song was full of sweet notes and dainty trills, and Mr. Bird ended with "Cheer up, cheer up." Then they flew all around the tree to find the safest place for their little home.

"Will this place do?" asked Mr. Bird.

"No, this place will not do," sang Mrs. Bird, "for it is too low. It is cozy, but the cats can come up here."

Mr. Bird flew far out on a branch. "Will this place do?" he asked again.

"No," said Mrs. Bird, "for the wind would blow the nest off to the ground."

Mr. Bird flew from one branch to another. At last he called again, "Will this place do?"

"Oh, yes!" said Mrs. Bird. "This is a fine place. Now let us hunt for something to build the nest with."

They looked all over the fields for twigs and dried leaves. They flew to the barnyard and found ever so many long horsehairs that had come out of Tom's and Dobbin's tails. In the yard they got some nice feathers and pieces of string, and from the woods some moss. All these things they carried, one by one, in their strong bills, to the tree, working and tugging away until the nest was done.

Oh, how soft and round and cozy it was! The sticks, leaves, and string made the outside firm and strong. The horsehairs, woven round and round the moss and feathers, made the inside nice and warm for Mother Bird, and for something else that came one day very soon. If we could have looked in the little home that day, we should have seen three pretty white eggs, lying close together.

Mr. and Mrs. Bird were very happy. Mrs. Bird would not leave the nest, but sat on the eggs to keep them warm, while Mr. Bird sat near her on the tree and sang his sweetest song. Then he spread his wings and flew away over the tree tops. When he came back he had something nice in his bill for Mother Bird to eat. Sometimes Father Bird sat in the nest so that Mother Bird could stretch her wings and fly away through the air.

One day, when Mother Bird was in the nest, she heard a faint "peep, peep!" and looking down saw a little bird under her warm breast. Soon came another "peep, peep!" and a second little bird was out. Then she tapped gently on the third egg and out came a very small bird. She cuddled them under her, nice and warm, for they were not very strong and she did not want them to catch cold.

But in a little while they began to grow stronger, because their father and mother were taking good care of them. They began to move about and tried to hop while in the nest, but they fell over each other.

One day they all hopped up and stood on the edge of the nest, but when a big dog said, "Bow, wow," they went back again as fast as they could go. When Mother Bird came home that day, she sat on the edge of the nest and told her children that they must learn to use their wings.

Father Bird sat on the other side of the nest and showed them how to raise their wings. The little birds raised their wings and tried to do just as Father Bird did. When they were tired they cuddled down in the warm nest and soon were fast asleep.

They tried their wings for several days, and at last, one day, away they flew. —EVELYN LINCOLN in *Half a Hundred Stories.*

Second Step—Dramatization.

Teaching the Birds to Fly

CHARACTERS

Mr. Bird *Mrs. Bird* *Three Baby Birds* *Dog*

SCENE

Have several children join hands in a circle and sit down, thus forming the nest.

Mr. Bird: Come, let's sing a song and then begin to build a nest in this apple tree.

(Sing a bird song. Both fly around the room.)

Will this place do?

Mrs. Bird: No, this place will not do, for it is too low. The cat can come up here.

(Both fly around the room again.)

Mr. Bird: Will this place do?

Mrs. Bird: No, for the wind would blow the nest off to the ground.

(Both fly around the room again.)

Mr. Bird: Will this place do?

Mrs. Bird: Oh, yes! This is a fine place. Now let us hunt for something to build the nest with.

(They go to the fields and barnyard, for straw, twigs, etc., and then fly back to build the nest. After the nest is completed they put the three birds in it.)

First Little Bird: I am going to sit on the edge of this nest.

Other Little Birds: So am I.

(They hop to the edge of the nest.)

Dog: Bow, wow! Bow, wow!

(The little birds hop down into the nest. Mother Bird and Father Bird come home and sit on the edge of the nest.)

Mother Bird: You must all learn to fly.

Father Bird: Do as I do.

(He raises his wings and the little birds do the same.)

Father Bird: That will do for today. Now you may go to sleep.

(They repeat this exercise several times.)

Father Bird: This day we will fly to the ground. Then we will fly away. Good-bye, old nest.

Other Birds: Good-bye, old nest.

(Away they all fly.)

Third Step—Word and Sentence Development: Phonetics.

Words

(New) bird blue white is nest eggs one two three are

Lesson 1.

What was our story about? (Bird.)
Find a picture of a bird.
Draw one on blackboard.
Write the word on the board.
Trace the word in air.
Write the word a number of times.
Write other words for review.
Drill by using Game No. 3 (page 147).

Lesson 2.

Develop "nest."

Lesson 3.

Develop "eggs."

Lesson 4.

Develop "one."

Lesson 5.

Develop "two" and "I see" sentences, using singular and plural forms of nouns.

Lesson 6.

Develop "three."

Lesson 7.

Find the picture of a bird. (Set I.)
We will draw a bird. (Draw with blue crayon.)

What color is it? (Blue.)
Write "blue" on the board.
What is this word? (Blue.)
Write blue as many times as there are children in class.
Give each child a piece of blue crayon and have him trace over the white crayon.

Lesson 8.

Develop "white" in connection with "egg."
Compare with blue bird.

Lesson 9.

Develop "is" and "are."
Sentences like these:
The nest is in the tree.
The birds are in the tree.

Lesson 10. Word Drill.

Teacher: Our story is about some little—
Children: Birds. (Teacher writes words as children give them.)
Teacher: They built a—
Children: Nest.
Teacher: They put into it some little—
Children: Eggs.
Teacher: How many eggs were there? Count them.
Children: One, two, three.
Teacher: The eggs were—
Children: White.
Teacher: Soon there were three little—
Children: Birds.
Teacher: In the—
Children: Nest.
When all words are on the board, use Game No. 20 (page 151).

Phonetics (*s*, *z*, *d*, *g̃*, and *l*)

Lesson 1.

A little bee came to the tree where the little birds were, and it said: *s*, *s*, *s*.

Lesson 2.

A big bee came to the tree, and it said: *z*, *z*, *z*.

Lesson 3.

One day a dove came and sat in the tree where the little birds were, and it said: *d*, *d*, *d*.

Lesson 4.

One day the birds heard this sound: *g̃*, *g̃*, *g̃*, and looking over the nest they saw a frog on the ground.

Lesson 5.

When the little birds could fly, they sat on the telegraph wires and the wires made this sound: *l*, *l*, *l*.

SUGGESTIONS FOR SUPPLEMENTARY WORK (BIRDS' NESTS)

I. Supplementary Story. "A Nest of Many Colors" in *In the Child's World.*

II. Conversation. Birds and nest building.

III. Poem. "Bird Thoughts," by Charlotte Brewster Jordan in *In the Child's World.*

IV. Song. "The Bird's Nest," by Jessie L. Gaynor in *Songs of the Child World,* Part I.

V. Song Game. "Five Little Chickadees," by Walker and Jenks in *Songs and Stories for Little Ones.*

VI. Occupation. Draw a tree and put nest with three eggs in it. Free-hand cutting of trees.

ROBIN REDBREAST

(DAYS 16–19)

First Step—The Oral Story. (To be memorized.)

Little Robin Redbreast sat upon a tree,
Up went pussy-cat, and down went he;
Down came pussy-cat, away Robin ran,
Said little Robin Redbreast, "Catch me if you can!"

Little Robin Redbreast jumped upon a wall,
Pussy-cat jumped after him, and almost had a fall;
Little Robin chirped and sang, and what did pussy say?
Pussy-cat said, "Mew, mew, mew," and Robin flew away.
—MOTHER GOOSE.

Second Step—Dramatization.

Dramatize the above jingle, or give action exercises, as: Fly to the boy. Run to the tree, etc. Use pictures where objects are not available.

Third Step—Word and Sentence Development: Phonetics.

Lesson 1.

Words

fly to a

Group Words

"to," with object, as:
to a tree, etc.

Sentences

Fly to the tree.
Fly to the cat.
Fly to the bird, etc.

Lesson 2.

Words

run

Group Words

"to," with object. (Review.)

Sentences

Run to the tree.
Run to the cat.
Run to the bird.

Lesson 3.

Words

can you

Group Words

Can you

Sentences

Can you fly?
Can you run?
Can you see the bird?

Lessons 4 and 5.

Words

yes no

Group Words

can you
the bird
the cat

Sentences

Can you fly? Yes or no.
Can the bird fly? Yes.
Can you run? Yes.
Can the cat run? Yes.
Can the cat fly? No.

Lessons 6, 7, 8.

Review all action words, using them in both declarative and interrogative sentences.

Phonetics (*j*, *ġ*, and *q*.)

Lesson 1.

Review *t*, *p*, *v*, *f*, *b*.

Lesson 2.

Review *r*, *w*, *h*, *g*, *z*, *d*, *ḡ*, *l*.
Use Games Nos. 1, 2, and 5, page 147.

Lesson 3.

Develop *ġ* and *j*, the sound that water makes when poured from a bottle.

Lesson 4.

Develop *q*. Optional. When developed, should be treated with *u*.

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE ROBIN)

I. Supplementary Story. "How the Robin's Breast Became Red," by Flora J. Cooke in *Nature Myths*.

II. Conversation. Robin Redbreast.

III. Poem. "Robin," by Anne Schütze in *Little Animal Stories*.

IV. Song.

(1) "Robin Redbreast," Jessie L. Gaynor in *Songs of the Child World*, Part I.

(2) "Robin in the Rain," *Lyric Music Primer*, page 57.

V. Song Game. "Flying Song." Patty J. Hill in *Song Stories*.

VI. Occupation. Draw a wall. Cut a robin, color, and mount on the wall.

THE LITTLE RED HEN

(Days 20–23)

First Step—The Oral Story.

A little Red Hen was in the farm-yard with her chickens, when she found a grain of wheat.

"Who will plant this wheat?" she asked.

"Woof, woof! I will not," said the Pig.

"Baa, baa! I will not," said the Sheep.

"Bow, wow! I will not," said the Dog.

"Mew, mew! I will not," said the Cat.

"Cluck! Cluck!" said the little Red Hen. "Then I will."

So she planted the grain of wheat, and soon it began to grow. She watched it day after day, and by and by it was tall and ripe.

"Who will reap this wheat?" she asked.

"Woof, woof! I will not," said the Pig.

"Baa, baa! I will not," said the Sheep.

"Bow, wow! I will not," said the Dog.

"Mew, mew! I will not," said the Cat.

"Cluck! Cluck!" said the little Red Hen. "Then I will." And she reaped the wheat.

"Who will thresh this wheat?" asked the little Red Hen.

"Woof, woof! I will not," said the Pig.

"Baa, baa! I will not," said the Sheep.

"Bow, wow! I will not," said the Dog.

"Mew, mew! I will not," said the Cat.

"Then I will," said the little Red Hen, and she worked and worked until the wheat was all threshed and in a bag.

"Who will take this wheat to the mill to have it ground?" asked the little Red Hen.

"Woof, woof! I will not," said the Pig.

"Baa, baa! I will not," said the Sheep.

"Bow, wow! I will not," said the Dog.

"Mew, mew! I will not," said the Cat.

"I will then," said the little Red Hen, and she took the wheat to the mill.

When she brought the flour home, she said, "Who will bake a loaf of bread with this flour?"

"Woof, woof! I will not," said the Pig.

"Baa, baa! I will not," said the Sheep.

"Bow, wow! I will not," said the Dog.
"Mew, mew! I will not," said the Cat.
"Cluck! Cluck! Then I will," said the little Red Hen.
So she baked a loaf of bread with the flour.
When it was baked, she asked, "Who will eat this bread?"
"Woof, woof! I will," said the Pig.
"Baa, baa! I will," said the Sheep.
"Bow, wow! I will," said the Dog.
"Mew, mew! I will," said the Cat.
"No, you will not!" said the little Red Hen. "My little chicks and I are going to do that."
So she called all her little chicks and they ate up the loaf of bread.

—OLD TALE.

Second Step—Dramatization.

CHARACTERS

Pig Sheep Dog Cat Hen Chickens

SCENE

A place for a wheat field; a mill; a house, with a place to make bread and bake it.

Hen: I have found a grain of wheat. Who will plant it?
Pig: Woof, woof! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow, wow! I will not.
Cat: Mew, mew! I will not.
Hen: Cluck! Cluck! Then I will.

(She plants the wheat and watches it grow tall and ripe. A boy or girl may be used for the wheat by stooping down or lying on the floor and then growing taller.)

Hen: Who will reap this wheat?
Pig: Woof, woof! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow, wow! I will not.
Cat: Mew, mew! I will not.
Hen: Cluck! Cluck! Then I will.

(Give imitation of reaping wheat.)

Hen: Who will thresh this wheat?
Pig: Woof, woof! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow, wow! I will not.

Cat: Mew, mew! I will not.
Hen: Cluck! Cluck! Then I will.

(Give imitation of threshing wheat.)

Hen: Who will take this wheat to the mill to have it ground?
Pig: Woof, woof! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow, wow! I will not.
Cat: Mew, mew! I will not.
Hen: Cluck! Cluck! Then I will.

(She takes the wheat to the mill and comes back with flour.)

Hen: Who will bake a loaf of bread with this flour?
Pig: Woof, woof! I will not.
Sheep: Baa, baa! I will not.
Dog: Bow, wow! I will not.
Cat: Mew, mew! I will not.
Hen: Cluck! Cluck! Then I will.

(She makes a loaf of bread and bakes it.)

Hen: Who will eat this bread?
Pig: Woof, woof! I will.
Sheep: Baa, baa! I will.
Dog: Bow, wow! I will.
Cat: Mew, mew! I will.
Hen: No, you will not! My little chickens and I are going to do that. Cluck! Cluck!

(The little chickens run to her and eat the bread.)

Third Step—Word and Sentence Development: Phonetics.

(Eight lessons are given on words and sentences.)

Words

(New) hen. pig sheep baa cluck will not woof

Drill using Game No. 3 (page 147).

Group Words

I will	will not
said the hen	said the pig

Sentences

"Cluck, cluck! I will," said the hen.
"Woof, woof! I will not," said the pig, etc.

Phonetics (m)

Lesson 1.

Develop *m*, the sound the cow makes when she is hungry.

Lessons 2, 3, and 4.

Review.

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE HEN)

I. Supplementary Story. "The Lost Chicken" in *In the Child's World.*

II. Conversation. Hens and chickens.

III. Poem. "Three White Eggs," Rossetti.

IV. Songs.

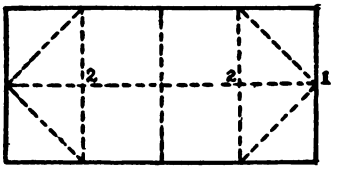
(1) "Little Chickens," Hailmann in *Songs, Games, and Rhymes.*

(2) "Baby Chickens," *Lyric Music Primer,* page 73.

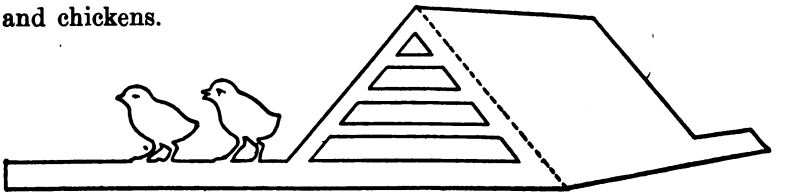
V. Song Games. "The Hen and the Chickens," by Emilie Poulsson in *Finger Plays.*

VI. Occupation. Hen-coop.

(1) Oblong 4″ x 8″. Fold into 8 squares. Cut from 1 to 2. Overlap end triangles and paste. Cut slats in one side of coop.



(2) Cut hen-coop and chickens.



THE SQUIRREL'S HARVEST

(DAYS 24–26)

First Step—The Oral Story.

Little Marjorie came running into the house one cold November morning.

"Oh, Mother!" she cried, "guess what I saw?"

Mother smiled at Marjorie and said, "I cannot guess. Will you tell me?"

"I saw a dear little squirrel out in the woods picking up nuts," said Marjorie. "He ate them whole, and then ran away as fast as he could. Why did he do that?"

"Marjorie, if you will take off your bonnet and cloak and sit by the fire, I will tell you a story about the squirrels," said Mother.

So Marjorie ran to put away her wraps and in a few minutes was sitting by the fire near her mother, ready to hear the story.

"Out in the woods," began Mother, "in a hollow tree, is a little house where lives a very happy family,—two big squirrels, Father Squirrel and Mother Squirrel, and their two little children, Fly and Fleet. The door of their house is a hole in the tree. Can you guess what they did all last summer?"

"Did they play in the woods, run on the ground, climb trees and jump about on the branches?" asked Marjorie.

"That is just what they did," said Mother. "Soon autumn came and one morning Father Squirrel went out to take a run before breakfast. He saw something white on the ground. So he hurried home and said to Mother Squirrel, 'Jack Frost has come and we must all go to work, for he has shaken the nuts from the trees, and if we do not gather them before he brings the snow, we will not have anything to eat this winter!'

"So they all started out to find their winter store of food. They did not need to carry bags, for right inside their cheeks are little pockets made on purpose to carry nuts. Each squirrel worked until his pockets were just as full as they could be, and then he ran and emptied the nuts in front of his home. With his sharp teeth he gnawed the hard shells from the nuts and put the clean white meats away in the little storehouse.

"They worked day after day, and when the storehouse was filled Father Squirrel said, 'Now, we have enough food to last through the winter and we may rest.'

"The next morning when they looked out, the snow covered the ground.

"'I am so glad we have gathered our nuts,' said Mother Squirrel.

"'Yes,' said Father Squirrel. 'Now we may take a long nap and when we wake up we will have plenty to eat!' And they all went to sleep."

Little Marjorie lifted two shining eyes to Mother's, when the story was finished, and said, "Was the squirrel that I saw in the woods putting nuts into his pockets to take home?"

"Yes," said Mother, "that is what he was doing."

"Isn't it funny?" said Marjorie.

—MARY E. MCALLISTER in *Half a Hundred Stories.*

Second Step—Dramatization.

CHARACTERS

Mother *Marjorie* *Mother Squirrel* *Father Squirrel* *Fly* *Fleet*

SCENE

Use one corner of the room for Marjorie's home. Use another part for the woods where the squirrels live. Three or four chairs placed in a circle may represent the squirrels' home. The squirrels act out the story as Marjorie's mother tells it.

Marjorie: Oh, Mother, guess what I saw?

Mother: I cannot guess, Marjorie.

Marjorie: I saw a little squirrel out in the woods picking up nuts. He ate them whole and then ran away as fast as he could. Why did he do that?

Mother: If you will take off your bonnet and cloak, and sit by the fire, I will tell you a story about the squirrels.

(Marjorie takes off her wraps and then sits by the fire near her mother.)

Mother: Out in the woods in a hollow tree, is a little house where lives a very happy family, Father Squirrel, Mother Squirrel, and their two children, Fly and Fleet. The door of their house is a hole in the tree. Can you guess what they did all last summer?

Marjorie: Did they play in the woods, run on the ground, climb trees, and jump about on the branches?

Mother: That is just what they did. Soon autumn came and one morning Father Squirrel went out to take a run before breakfast. He saw something white on the ground. He hurried home and said to Mother

Squirrel, "Jack Frost has come and we must gather the nuts or we will not have anything to eat this winter."

So they all started out to find their winter's store of food. They did not need to take bags, for right inside their cheeks are little pockets made on purpose to carry nuts. Each squirrel worked until his pockets were just as full as could be, and then he ran and emptied them in a pile on the ground in front of his house. With his sharp teeth he gnawed the hard shells from the nuts and put the clean white meats away in the little storehouse.

When the storehouse was filled, Father Squirrel said, "Now we may rest;" and they all went to sleep. In the morning when they looked out, the snow covered the ground.

"I am so glad we have gathered the nuts," said Mother Squirrel.

"Yes," said Father Squirrel, "now we may take a long nap and when we wake up we will have plenty to eat."

And they all went to sleep.

Marjorie: Was the squirrel that I saw in the woods putting nuts into his pockets to take home?

Mother: Yes, that was what he was doing.

Marjorie: Isn't it funny?

Third Step—Word and Sentence Development: Phonetics.

(Six lessons are given on words and sentences.)

Words

(New) squirrel big little nuts like

Game No. 19 (page 151).

Group Words

little squirrels big squirrels

Sentences

Drill on sentences, using known words about big and little squirrels. Also sentences with "I like." (I like apples, and other "like" sentences; such as, big squirrels like nuts; little squirrels like nuts. (Use both script and print.)

Phonetics (*s*, *ç*, and *x*)

Lesson 1.

One day the little squirrels saw a snake under the tree and away they ran to their nest. The snake said: *s*, *s*, *s*, or *ç*, *ç*, *ç*.

Lesson 2.

Develop *x*, the sound water makes when it boils over on to a hot stove.

Lesson 3.

Review.

SUGGESTIONS FOR SUPPLEMENTARY WORK (SQUIRRELS)

I. Supplementary Story. "Stanley and the Squirrels." Kate L. Brown in *Half a Hundred Stories.*

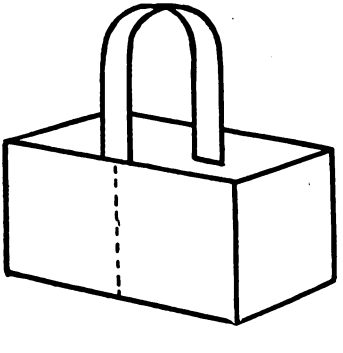
II. Conversation. Squirrels.

III. Poem. "The Squirrel." Mary Howlitt in *Children's Book of Poetry.*

IV. Songs.

V. Song Game. The Squirrel. Emilie Poulsson in *Finger Plays.*

VI. Occupation. Basket. Fold a 4″ square into 16 squares. Cut off the top row of squares. Find the upper right square and cut along its lower edge. Find the lower right square and cut along its upper edge. Repeat on left side. Fold into box form and paste corners. Make a handle by using the four squares cut off, cutting it lengthwise out of this strip. Paste on basket.



ACTION LESSONS

(DAYS 27–28)

First Step—

Conversation lessons to recall and develop action words, as: Find the picture of the cat. Give it to me. What can the cat do? What else can run, etc.

Second Step—

Follow above directions in action work.

Third Step—Word and Sentence Development: Phonetics.

Words

(New) give me it

Group Words

to me • can you
to the boy the cat

Sentences

Find the cat.
Give it to me.
Can the cat run?
Can you run?
Run to the bird.
Give the bird to the boy.
Can the bird fly?
Can the boy fly? etc.

Phonetics (*n*, *c*, and *k*)

Lesson 1.

Develop calf sound, *n*.

Lesson 2.

Develop *c* and *k*, the sound made when a boy or girl coughs.

GENERAL REVIEW

(DAYS 29, 30)

Review stories and dramatizations given in preceding lessons, as well as words, sentences, and phonetics.

SUMMARY OF PART THREE

Phonetics

All consonants, including *s* and *ṡ*, *ġ* and *ḡ*, *c* and *ç*.

Words

(Nouns)

apple	girl	cat	eggs	moo	pig
father	house	cow	hen	cluck	sheep
mother	tree	bird	bow-wow	woof	squirrel
boy	dog	nest	mew	baa	nuts

(Verbs)

find	is	fly	will	can	see
said	are	run	give	like	

(Adjectives)

red	white	two	little
blue	one	three	big

(Articles)

a an the

(Pronouns)

I you me it

(Prepositions)

to

(Adverbs)

no not yes

PART FOUR

PRE-PRIMER WORK—OPTIONAL

THE CAT AND THE MOUSE

(DAYS 31–36)

First Step—The Oral Story.

Once upon a time a little mouse who lived in the barn went to the farmer's house to get something to eat.

A cross cat sat on the doorstep, and as the little mouse tried to run past her, she bit off the mouse's ear.

"Please, give me my ear again," said the mouse.

"First, go to the cow and get me some milk. Then I will give you your ear," said the cat.

So the little mouse ran to the barn as fast as she could.

"Please, Cow," she said, "give me some milk to take to the cat so she will give me my ear again."

But the cow said: "Go to the farmer and get me some hay. Then I will give you some milk."

So the mouse ran to the farmer as fast as she could.

"Please, Farmer," she said, "give me some hay to give to the cow so she will give me some milk. I will give the milk to the cat and she will give me my ear again."

"Here is the hay," said the farmer.

"Thank you, Farmer," said the mouse. She took the hay that he gave her and ran with it to the cow.

"Here, Cow," she said, "is some hay. Now may I have some milk?"

The cow took the hay and said: "Here is the milk."

"Thank you, Cow," said the mouse, and away she ran with it to the cat.

"Here is the milk," she said.

The cat took the milk and said: "Here is your ear."

The little mouse took the ear and away she ran with it to the barn to have her mother help her put it on again.

—FOLK TALE.

Second Step—Dramatization.

CHARACTERS

Cat *Mouse* *Cow* *Farmer*

SCENE

Barn, with cow and farmer. House, with cat on doorstep. Mouse runs past cat and cat bites off her ear.

Mouse: Please give me my ear again.

Cat: Go to the cow and get me some milk. Then I will give you your ear.

(The mouse runs to the barn.)

Mouse: Please, Cow, give me some milk to take to the cat, so she will give me my ear again.

Cow: Go to the farmer and get me some hay. Then I will give you some milk.

(The mouse runs to the farmer.)

Mouse: Please, Farmer, give me some hay. I will take it to the cow and she will give me some milk. I will take the milk to the cat and she will give me my ear again.

Farmer: Here is the hay.

Mouse: Thank you, farmer.

(She runs with it to the cow.)

Mouse: Here, Cow, is some hay. Now, may I have the milk?

Cow: Here is the milk.

Mouse: Thank you, Cow.

(She runs with it to the cat.)

Mouse: Here, Cat, is some milk.

Cat: Here is your ear.

(The mouse runs to the barn.)

Third Step—Word and Sentence Development: Phonetics.

(Twelve lessons are given on words and sentences.)

Words

(New)	ear	farmer	gave	some
	her	mouse	hay	barn
	she	ran	milk	

Group Words

to the barn	to the cow	some milk
to the house	to the farmer	some hay

Sentences

The mouse ran to the house.
She ran to the cow.
She ran to the farmer.
The farmer gave her some hay.
The cow gave her some milk.
The cat gave her her ear.
She ran to the barn.

Phonetics (at)

(Six Lessons.)

From "cat," develop *at* family, calling *at* the family name.

at fat sat mat rat bat hat pat

Use Game No. 7 (page 147).

SUGGESTIONS FOR SUPPLEMENTARY WORK (CATS AND MICE)

I. Supplementary Story. "The Tale of the Littlest Mouse." Anne Guilbirt Mahon in *For the Children's Hour.*

II. Conversation. Cats and mice.

III. Poem. "Some Little Mice," Mother Goose; "The City Mouse and the Country Mouse." Christina G. Rossetti.

IV. Song. "Pussy Cat and the Mouse." Walker and Jenks in *Songs and Games for Little Ones.*

V. Song Game. "Pussy Cat and the Mouse," by Caroline Crawford in *Dramatic Games and Dances for Little Children.*

VI. Occupation. Free hand cutting of cat, mouse, cow.

THE THREE RABBITS

(Days 37–41)

First Step—The Oral Story.

One morning, very early, I saw three rabbits with long, soft ears and bright pink eyes talking together.

"I am going away to find a home," said the first rabbit.

"We will go with you," said the others.

"We must have grass," said the first rabbit.

"We must have plenty of carrots," said the second rabbit.

"We must try to find a kind little girl," said the third rabbit.

So off they ran down the road. They did not stop until they came to a garden gate, wide open, and in they ran.

Inside the gate there was green grass, and beyond it a patch of carrots. But just then they heard a cross little girl, saying, "I will dig up the flowers! I won't keep my wagon in the path! I will get my apron dirty if I please!"

"Ah!" said the first rabbit, as he pricked up his ears. "This would not be a good place to live."

So the three rabbits ran along down the road. They did not stop until they came to a second garden gate standing open, and in they ran. The garden was full of fresh green leaves, all ready to be nibbled, and carrots, and young cabbage sprouts, and tufts of parsley. But there was a cross girl in this garden, too. They heard her crying out, "It's my cookie! I don't want to share it with the baby! Give it to me, I say!"

"This is not the home for us," said the second rabbit, as they hopped away.

Then, after awhile, when the sun was dropping down behind the clouds and it was nearly night, the three rabbits came running along to a third garden gate. The gate was wide open, and they looked inside. There they saw wonderful things—clumps of clover, and patches of parsnips, and full-grown cabbages and carrots and green grass.

As the three rabbits saw all the lovely green things, there came a little voice from the garden, as sweet as music:

"Mother, I've finished all the sewing, and I watered the flowers, and I picked up all my toys. Is there anything else to do?"

"This is the best garden we have found yet," said the three rabbits, hopping in through the gate. "Here we come, little girl!"

So the three rabbits, with long soft ears, and bright pink eyes, lived with the little girl and played with her, and had all the green grass and carrots and clover they could eat.

—Carolyn S. Bailey in *Little Animal Stories.*

Second Step—Dramatization.

CHARACTERS

Three rabbits *Three girls* *Mother*

SCENE

Three rabbits going down a road. Three gardens.

First Rabbit: I am going away to find a home.
Second and Third Rabbits: We will go with you.
First Rabbit: We must have grass.
Second Rabbit: We must have plenty of carrots.
Third Rabbit: We must try to find a kind little girl.

(They run down the road until they come to a garden.)

First Girl: I will dig up the flowers. I won't keep my wagon in the path. I will get my apron dirty if I please.
First Rabbit: Ah! This would not be a good place to live.

(They run down the road until they come to a second garden.)

Second Girl: It's my cookie! I don't want to share it with the baby! Give it to me, I say!
Second Rabbit: This is not the home for us.

(They run down the road until they come to the third garden.)

Third Girl: Mother, I've finished all the sewing, and I watered the flowers, and I picked up all my toys. Is there anything else to do?
Three Rabbits: This is the best garden we have found. Here we come, little girl!

(And into the garden they go.)

Third Step—Word and Sentence Development: Phonetics.

(Ten lessons are given on words and sentences.)

Words

(New)	rabbits	road	down
	garden	saw	into
	clover	they	did

Group Words

ran down the road.
ran to a garden.
did not like her.
saw a little girl.
liked the garden.
like her.

Sentences

The rabbits ran down the road.
They saw a garden.
They ran into it.
They saw a little girl.
They did not like her.
The rabbits ran down the road.
They saw a garden.
They ran into it.
They saw a little girl.
They liked her.
They liked the garden.
They liked the clover.

Phonetics (an)

(Five lessons.)

From "can," develop *an* phonogram and following words:

an ran pan man fan tan

Use Games Nos. 5, 6, 7, 9 (page 147).

SUGGESTIONS FOR SUPPLEMENTARY WORK (RABBITS)

I. Supplementary Story. "The Little King's Rabbits." Maud Lindsay in *A Story Garden.*

II. Conversation. Rabbits.

III. Poem. "The Ten Rabbits." *St. Nicholas,* Vol. 24.

IV. Song. "The Little Rabbit." Churchill and Grindell *Song Book II.*

V. Song Game. "The Little Rabbits," by Caroline Crawford in *Dramatic Games and Dances for Little Children.*

VI. Occupation. Cut a fence and mount. Show flowers through open places in fence by using colored crayon.

MAKING THE BEST OF IT

(Days 42–45)

First Step—The Oral Story.

"What a dreary day this is!" said Gray Goose to Brown Hen, as they stood at the hen-house window and watched the falling snow which covered every nook and corner of the farm-yard.

"Yes, indeed! I should be almost willing to be made into a chicken pie on such a day," said Brown Hen.

She had scarcely stopped talking when a little flock of speckled chickens, all huddled together, wailed sadly: "We're so hungry and thirsty!"

In fact, the feathered folks in the hen-house were very cross. Since Jack fed them, early in the morning, they had been given nothing to eat or drink, and, as hour after hour went by, and the cold winter wind howled around their house, it is no wonder they felt deserted.

White Cock was as happy as usual, and that is saying a great deal, for a jollier, better-natured old fellow you never saw.

"Well," he said, laughing heartily, "you all seem to be having a fit of the dumps."

Nobody answered White Cock, except Brown Hen, who said, "Cluck, cluck!" and then all the hens put their heads under their wings.

This was quite too much for White Cock, who, standing first on one yellow foot and then on the other, turning his head from side to side, said, "Well, we are a lively set!"

"We shall be lively enough when we get some dinner," said Brown Hen.

"I am hungry, too," said White Cock, "but we might be worse off. Suppose we did not have room to spread our wings."

All the feathered family—even the smallest chickens—stretched their wings.

"Now, then," said White Cock, "let us have a little music to cheer us and help pass the hours until roosting time. Will you start a lively tune, Brown Hen?"

Brown Hen shook herself proudly, tossed her head back, and began: "Cut-cut-ca-dak-cut!" and in less than two minutes every one in the hen-house had joined her.

Now the sheep, cows, pigs, and dog were not far away, and hearing the happy voices in the hen-house, they, too, joined in the grand chorus.

They were all so happy that they quite forgot their hunger until the door of the hen-house burst open and in came three little children, each carrying a dish of chicken food.

"Don't stop, White Cock," said one of the little girls, who was so bundled up you could scarcely see her face. "We were so lonesome that we didn't know what to do; but when we heard all you folks singing out here, we laughed and laughed. Then we went to tell Jack about you; he was lonesome, too. Poor Jack's sick with a sore throat—and he said, 'Why, those poor hens; they haven't been fed since morning!' So come and eat this corn and here is some water for you, too. Good-bye until morning."

"Cock-a-doodle-doo!" said White Cock. "This comes of making the best of things. Cock-a-doodle-doo!" And nobody asked him to stop his crowing.

—FRANCES M. FOX in *For the Children's Hour.*

Second Step—Dramatization.

CHARACTERS

Brown Hen	*Pigs*	*Chickens*	*Sheep*	*Three Children*
Gray Goose	*Cows*	*White Cock*	*Dog*	

SCENE

A Hen-house and a short distance away a barn.

Gray Goose: What a dreary day this is!

Brown Hen: Yes, indeed! I should be almost willing to be made into a chicken pie on such a day.

Chickens: We're so hungry and thirsty!

White Cock: Well, you all seem to be having a fit of the dumps.

Brown Hen: Cluck! cluck!

White Cock: Well, we are a lively set!

Brown Hen: We shall be lively enough when we get some dinner.

White Cock: I am hungry, too. But we might be worse off. Suppose we did not have room to spread our wings.

(They all stretch their wings.)

White Cock: Let us have a little music to cheer us and help pass the hours until roosting time. Will you start a lively tune, Brown Hen?

Brown Hen: Cut-cut-ca-dak-cut!

White Cock: Cock-a-doodle-doo!

Gray Goose: Honk-honk!

Sheep: Baa-baa!

Cows: Moo-moo!

Pigs: Woof-woof!

Dog: Bow-wow!

(Three children open the door.)

Girl: Don't stop, White Cock. We were so lonesome that we didn't know what to do; but when we heard all you folks singing out here, we laughed and laughed. Then we went to tell Jack about you; he was lonesome, too—poor Jack's sick with a sore throat—and he said: "Why, those poor hens; they haven't been fed since morning." So come and eat this corn, and here is some water for you, too. Good-bye until morning.

White Cock: Cock-a-doodle-doo! This comes of making the best of things. Cock-a-doodle-doo!

Third Step—Word and Sentence Development: Phonetics.

(Eight lessons are given on words and sentences.)

Words

(New) wanted them dinner cock cock-a-doodle-doo

Group Words

some dinner

Sentences

The hen wanted some dinner.
The cock wanted some dinner.
The hen said, "Cluck, cluck!"
The cock said, "Cock-a-doodle-doo!"
The pigs said, "Woof, woof!"
The sheep said, "Baa, baa!"
The cows said, "Moo, moo!"
The dog said, "Bow-wow!"
The little girls gave them some dinner.

Phonetics (*en*)

(Four Lessons.)

From "hen" develop *en* phonogram and following words:

men ten den pen

Review *at* and *an* phonograms.

SUGGESTIONS FOR SUPPLEMENTARY WORK (CONTENTMENT)

I. Supplementary Story. "The Peaceful White Dove," Frances W. Danielson in *Little Animal Stories.*

II. Conversation. Contentment.

III. Poem. "Little and Big Things," Alfred H. Miles in *Poems Children Love;* "The Cure," Emily Rose Burt in *Story-Telling Time.*

IV. Song. "Morning Prayer," Gaynor in *Songs of the Child World.* Part I.

V. Song game.

VI. Occupation. Draw hen house. Cut hen and cock. Mount.

SUMMARY OF PART FOUR

Phonetics

at an en

Words

(Nouns)

mouse	hay	cock	road
ear	milk	dinner	garden
farmer	barn	rabbits	clover

cock-a-doodle-doo

(Verbs)

ran gave did wanted saw

(Adjective)

some

(Pronouns)

her she they them

(Prepositions)

into at down

PART FIVE

PRIMER WORK

THE CAT'S DINNER

First Step—The Oral Story.

One morning, my big kitty, with her three little kittens, sat by the porch. We call her "Black Kitty," but she has some white spots on her thick, warm coat. Just then my sister Helen and I saw her. "See the cat. See the kittens," said Helen. "They look hungry. Let's take them into the house and give them some milk. Come, cat, come! Come, kittens, come!"

But Black Kitty said, "Mew, mew. No, thank you, little girl. We do not need milk today. This is hunting day, and I am going to teach my kittens to hunt for their dinner."

So Black Kitty led her three little kittens down the road until they came to a big orchard where they could hunt for something to eat. A plump little bird would make a nice dinner. And sure enough, there was one sitting on a branch of the great old apple-tree by the well. Black Kitty saw the bird and the little kittens saw it, too. Black Kitty twisted her ears and straightened out her back and looked right at the little bird, as she thought of the fine dinner it would make. But the bird saw Black Kitty; it saw the kittens, too. Away it flew, and all the leaves in the orchard rustled together, whispering, "Nothing here for Black Kitty; nothing here for little kittens."

Then Black Kitty said, "Come, kittens! We must hunt somewhere else for our dinner. Come to the barn." So they went to the barn, for Black Kitty thought that she could find a mouse there for dinner. Black Kitty sat down near a dark hole in the wall. She sat there so long that she hardly knew whether she was awake or asleep,—listening, listening, listening. The three little kittens sat still, too, listening, listening, listening. They wanted to learn how to hunt for their dinner. At last Black Kitty saw a little mouse come creeping and peeping along. Black Kitty crouched down very low and waited for the mouse to come a little nearer. But the mouse saw Black Kitty and ran back into the hole before she could catch her. And then Black Kitty heard the soft breeze that came through the

barn window, sighing over and over, "Nothing here for you-o-o; nothing here for you-o-o."

"Mew, mew, Mother," said the kittens. "We are hungry. Where can we go now to hunt for our dinner?"

But Black Kitty said, "We will not hunt any more today. This isn't a good hunting day, after all. We will go to the house, and ask the children for milk." So Black Kitty went to the house. The kittens went, too. When we saw them coming we said, "Come, cat, come! Come, kittens, come! Something here for you!" Then we gave them a big pan full of milk for dinner. And as they lapped up the milk with their little red tongues, the three kittens said, "Mew, mew, Mother! The house is the best place to hunt in."

—LILLIAN M. ALLEN in *Story-Telling Time.*

Second Step—Dramatization.

CHARACTERS

Black Kitty	*Mouse*	*Trees*	*Boy*
Three Kittens	*Bird*	*Breeze*	*Girl*

SCENE

Black Kitty and her kittens near the porch. An orchard. A barn. A house.

Girl: See the cat. See the kittens. They look hungry. Let's take them into the house and give them some milk. Come, cat, come. Come, kittens, come.

Black Kitty: Mew, mew. No, thank you, little girl. We do not need milk today. This is hunting day and I am going to teach my kittens to hunt for their dinner. Kittens, come with me and we will go to the orchard to see if we can find something to eat.

(They go down the road to the orchard. They see a little bird in a tree. The bird sees them and flies away.)

Trees: Nothing here for Black Kitty. Nothing here for little kittens.
Black Kitty: Come, kittens! Come to the barn.

(They go to the barn and Black Kitty sits down near a hole in the wall. She sees a mouse and runs to get it, but the mouse runs away.)

Breeze: Nothing here for you-o-o. Nothing here for you-o-o.
Black Kitty: Come, kittens! We will go to the house.

(They go to the house.)

Boy: Come, cat, come!
Girl: Come, kittens, come!
Boy: Come, cat, come! Something here for you.

(The boy gives them a dish of milk.)

Lesson 1. (Primer, page 7.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	see	cat	the
(New)	come	kittens	

Look at the picture (page 7).

What do you see? (Cat.)
What else do you see? (Kittens.)
What is this word? (See.)
When we want the cat to come to us, what do we say? (Come.)
Write (and print) words on the board as given, and drill on them. Game No. 10 (page 148).

Sentences

Can you read this sentence? (See the cat.)
Can you read this one? (See the kittens.)
How do we call the cat? (Come, cat, come!)
How do we call the kittens? (Come, kittens, come!)

Phonetics (ome)

From known* word "some" develop *ome,* and "come."

Fourth Step—Reading Lesson. (Primer, page 7.)

* If Part Four was omitted, the teacher will develop "some," here.

Lesson 2. (Primer, page 8.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	cat	bird	it	kittens	saw*
(New)	too	flew	away		

What do you see in this picture? (Cat and kittens.)
What did the cat see? (Bird.)
Tell me the whole story. (The cat saw a bird.)
What did the cat do? (Saw.)
What did the kittens see? (Bird.)
Tell me the whole story.
What did the bird see? (Cat.)
What else did it see? (Kittens.)
Drill on words. Game No. 20 (page 151).

Group Words

What did the cat see? (A bird.)
What did the kittens see? (A bird.)
What did the bird see? (The cat.)
What did the bird do? (Flew away.)

Sentences

What did the cat see? (The cat saw a bird.)
What did the kittens see? (The kittens saw a bird.)
Change "bird" to "it" and have sentence given again.
Now add "too" and have sentence read.
What did the bird see? (The bird saw the cat.)
What else did it see? (Kittens.)
What shall we use instead of "bird"? (It.)
Read this story: It saw the kittens, too.
What did the bird do? (The bird flew away.)
Have sentences re-written and printed as given.
Now, who will read all?

* The sight words and phonograms which were developed in the optional work of Part IV, are listed as "Review" when found in Part V. They are, however, indicated by a star, so that teachers who omitted the optional work will not fail to develop them here as "new."

Phonetics

(Review) *at** *an** *en** *ome*

Game No. 4 (page 147).

Fourth Step—Reading Lesson. (Primer, page 8.)

Lesson 3. (Primer, page 9.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	mouse*	said	come	away	cat
	to	saw	kittens	barn*	ran*
(New)	went				

Group Words

to the barn saw a mouse saw the cat ran away

The teacher will print all answers to the following questions:

When the cat could not get the bird, what did she say? (Come, kittens.)
Where did they go? (To the barn.)
What did the cat see? (A mouse.)
What did the mouse see? (The cat.)
What did the mouse do? (Ran away.)
Drill on words and phrases.

Sentences

Build sentences, using the words listed above.

Phonetics (ouse)

From known word "house" develop *ouse* and "mouse."

Fourth Step—Reading Lesson. (Primer, page 9.)

Lesson 4. (Primer, page 10.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	gave*	went	dinner*	too	house
	said	milk*	come	them*	
(New)	we	for			

Group Words

went to the house gave them milk for dinner

Sentences

Build sentences, using the words listed above.

Phonetics

Review.

Fourth Step—Reading Lesson. (Primer, page 10.)

SPOT'S KITTENS

First Step—The Oral Story.

Would you like to hear about my cat Spot? She is a beautiful cat, with blue eyes and a black coat spotted with white. That is why we call her Spot. When we want her to come to her dinner we say, "Come, Spot, come." I like Spot and Spot likes me.

Spot has four kittens. One kitten is white, one kitten is black, one kitten is gray, and one kitten is like Spot,—black and white. Spot used to keep her kittens on a carpet bed under the kitchen doorstep. When Spot chose this place, she thought it would be a safe and comfortable home for her little ones. Here the little white kitten, and the little black kitten, and the little gray kitten, and the little black and white kitten ran and played and had all the fun they could want.

But one day the rain came. Down poured the water through a crack between the doorstep and the house, and poor Spot found that she and her babies were getting wet. "Mew, mew!" she cried. "We are wet! We are wet!" As we sat in the house we heard Spot mewing in a very

loud voice just outside the kitchen door. Spot and her little family were trying to get in out of the cold rain. We opened the door in a hurry and took Spot into the house. We took the kittens, too. We put them on a mat by the kitchen stove. Before long the heat of the fire had dried their fur and they all went to sleep. After the storm was over we made another bed for them in a place where the rain could not come, and Spot had no more trouble in bringing up her family.

—JOSEPHINE JARVIS in *In the Child's World.*

Second Step—Dramatization.

Lesson 1. (Primer, page 11.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	white	come	I	is	she*	me	like
(New)	Spot		my		and		black

Group Words

my cat like Spot likes me black and white

Sentences

Build sentences, using the words listed above.

Phonetics (*ot*)

From "not" develop *ot* and the following words:

Spot got hot pot

Fourth Step—Reading Lesson. (Primer, page 11.)

Lesson 2. (Primer, page 12.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	Spot	kittens	one	too	see	like
(New)	has	four	gray			

Group Words

four kittens one kitten a gray kitten

Sentences

Build sentences, using the words listed above.

Phonetics

Review, using Game No. 6, page 147.

Fourth Step—Reading Lesson. (Primer, page 12.)

Lesson 3. (Primer, page 13.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) mew house said they* went are into*
(New) wet rain came were took day sleep was

Group Words

one day into the house went to sleep

Sentences

Build sentences, using the words listed above.

Phonetics (*ay*)

From "hay*" and "gray" develop *ay* and the following words:

day may Ray Jay say play

Game No. 7, page 147.

Fourth Step—Reading Lesson. (Primer, page 13.)

ALICE AND HER KITTEN

First Step—THE ORAL STORY.

One day when Alice was a very little girl, her father came home early from the office. He carried a basket in his hand, but when he saw Alice he put the basket behind him. His eyes twinkled with fun, for he knew that Alice would wonder what was in the basket.

Alice jumped up from her chair and ran to her father. Her eyes grew big and bright as she peeped at the basket which her father had put upon the floor.

"What is in the basket?" asked Alice.

"Can you guess?" her father said.

"Is it a bird?" asked the little girl.

Her father laughed. "No, it is not a bird," he said.

"Oh, I know! It is a little dog!" cried Alice.

But her father only shook his head and said, "No, it is not a dog."

"Is it a kitten?" she asked.

"Yes, it is a kitten," he answered. "You guessed right at last."

"Is the kitten for me, Father?" asked Alice.

"Yes, it is for you," said her father. "Just listen a moment." He held the basket close to her.

Soon she heard a faint "Mew, mew," and then a little black head pushed up the cover.

"Oh, isn't she black!" cried the little girl. "I wonder if she is hungry. May I feed her, Mother?" Alice's mother gave her some milk and Alice gave it to the little kitten.

The kitten lapped the milk with her little red tongue, until there was not a drop left in the saucer. Then she put her head between her paws and soon was fast asleep.

—JANE L. HOXIE in *Kindergarten Story Book.*

Second Step—DRAMATIZATION.

CHARACTERS

Alice *Father* *Mother* *Kitten (a cloth one)*

SCENE

Alice is sitting in her chair beside her mother, playing with her doll. Her father comes in with a basket.

Alice: What is in the basket?
Father: Can you guess?
Alice: Is it a bird?
Father: No, it is not a bird.
Alice: It is a little dog!
Father: No, it is not a dog.
Alice: Is it a kitten?
Father: Yes, it is a kitten.
Alice: Is it for me?
Father: Yes, it is for you.
Alice: May I feed it, Mother?
Mother: Yes, come with me and we will get some milk.

(Alice gets some milk and feeds the kitten. Then the kitten goes to sleep.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	little	dog	kitten	me	can	you	likes	father	
	milk	went	sleep	yes	no	her*	some	in	not
(New)	Alice	basket		he	what		guess		

Group Words

has a basket	for me	not a bird	went to sleep
in the basket	for you	some milk	likes milk

Sentences

Build sentences, using the words listed above.

Phonetics (ē and in)

From "me," develop *ē*, and the following words:
he be we
From "in," develop *in*, and the following words:
pin win fin spin

Drill by using game No. 22 (page 151).

Fourth Step—READING LESSON. (Primer, pages 14-16.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (CATS)

I. Supplementary Story. "Mrs. Tabby Gray," Maud Lindsay in *Mother Stories.*

II. Conversation. Cats. (Children should be encouraged to talk or tell something of some particular cat.)

III. Poem. "I Love Little Pussy," Jane Taylor.

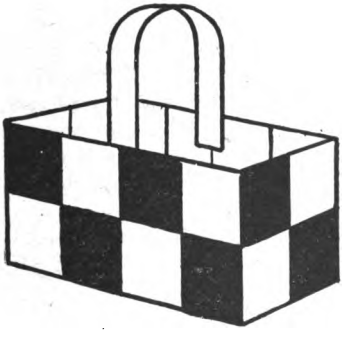
IV. Song.

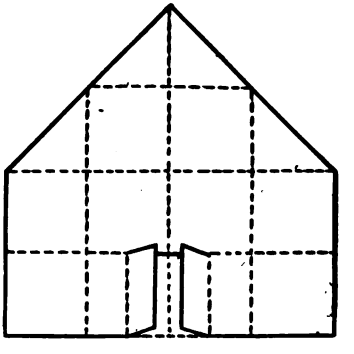
(1) "My Kitty," Hailmann in *Songs, Games, and Rhymes.*
(2) "Pussy Cat," *Lyric Music Primer,* page 44.
(3) "A Little Surprise," *Lyric Music Primer,* page 90.

V. Song Games. Review "Mrs. Pussy's Dinner," Emilie Poulsson in *Finger Plays.*

VI. Occupation.

(1) Barn. Fold a 4″ square into 16 squares. Fold the upper right hand corner to the middle. Same with upper left hand





corner. Turn paper over. From the middle crease on lower edge, cut up one square. From the end of this cut, cut ½″ right and left. Fold doors back.

(2) Freehand cutting of Spot and her kittens.

(3) Basket—woven. Twelve heavy paper strips 22″ long.

WHAT WAS IN THE NEST?

First Step—The Oral Story.

I will tell you a story of two little girls named Nellie and Katie, who lived away out in the country. They lived with their mother and father in a little house among the trees, where they could hear the birds sing, and watch all the pretty wild flowers blossom through the spring and summer. In the autumn they would pick the fruit and watch for Jack Frost to open the chestnut burrs and let the nuts drop to the ground for the little boys and girls or the squirrels. But what I want to tell you about is something the girls saw one morning in June.

Two little birds had come from down South and built a nest in a cherry-tree in front of the house. Now, the room where Nellie and Katie slept had a window that looked right out upon the branches of this cherry-tree; and how the girls did enjoy watching the birds! The mother bird sat on the nest day after day. One morning she flew away for a few moments, and what do you suppose the little girls saw? They saw one, two, three, four pretty blue eggs in the nest.

The mother bird flew back to the nest and sat there day after day for two long weeks. One day she flew from the nest. She sat in the tree and sang and sang. The father bird sang, too. The little girls looked in the nest. Can you guess what they saw? They saw four funny little baby birds without any feathers!

The little birds grew and grew until by and by they were covered with feathers and they were so large that there was hardly room for them all in the nest. When it was time to teach them to fly, the mother bird said, "Fly, fly!"; the father bird, too, said, "Fly, fly!" The girls watched the four little birds learn to fly. They flew from the nest; soon they flew from tree to tree. One day all the birds flew far away and the little girls waved their hands and said, "Good-bye, good-bye!"

—*Boston Collection of Kindergarten Stories.*

Second Step—Dramatization.

See dramatization of "The Birds' Home" for suggestion. (Manual, page 174.)

Lesson 1. (Primer, page 17.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) girls nest tree two them can you
(New) pretty

Whom do you see in this picture, page 17? (Girls.)
What did they see? (Nest.)
What kind of nest was it? (A little nest.)
Where was it? (In a tree.)
What else did they see? (Birds.)
How many? (Two.)
What kind of birds were they? (Pretty birds.)
Write answers when given and then drill on the words.

Sentences

Build sentences, using the words listed above.

Fourth Step—Reading Lesson. (Primer, page 17.)

Lesson 2. (Primer, page 18.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) what guess eggs three four blue

Group Words

in the nest	four eggs	pretty eggs
saw eggs	were blue	

Sentences

Build sentences, using the words listed above.

Game No. 5.

Fourth Step—Reading Lesson. (Primer, page 18.)

Lesson 3. (Primer, page 19.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) sat* mother nest flew and
(New) there after from sang looked on

Group Words

mother bird on the nest from the nest
father bird day after day sang and sang

Sentences

Build sentences, using the words listed above.

Fourth Step—Reading Lesson. (Primer, page 19.)

Lesson 4. (Primer, page 20.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) fly tree said one day flew four
(New) soon could good-bye

Game No. 20 (page 151).

Group Words

from the nest could fly
from tree to tree flew away

Sentences

Build sentences, using the words listed above.

Phonetics (*ee* and *tr*)

From "see," develop *ee*, and the following words:
tree wee three bee

From "tree" develop *tr*, and the following words:
trot tray

Fourth Step—Reading Lesson. (Primer, page 20.)

THE WHITE DOVE

First Step—The Oral Story.

Once a beautiful white dove was flying high in the air. She said to herself, "The greatest fun in all the world is to fly and fly and fly. I am sorry for those who have no wings and cannot fly. I wonder if they are ever happy. I will ask the cow and find out." So she flew to Farmer Brown's barn and said to the white cow, "Coo, coo! See my pretty wings! Don't you wish you had wings? You could fly and fly and fly."

"Moo, moo!" said the cow. "Oh, no! I give milk to boys and girls. Moo, moo! I don't want to fly!"

Away flew the dove to the sheep. It said, "Coo, coo! Don't you wish you had wings? You could fly and fly and fly."

"Baa, baa!" said the sheep. "I give wool to boys and girls to keep them warm. The warm coats they wear are made of my wool. Baa, baa! I don't want to fly!"

Away flew the dove to the horse. It said, "Coo, coo! Don't you wish you had wings? You could fly and fly and fly."

"No, no," said the horse, with a toss of his head. "I give rides to boys and girls. No, no! I don't want to fly!"

Away flew the dove to the hen. It said, "Coo, coo! Don't you wish you could fly away? You can not fly away with your wings. Don't you wish you had wings like mine?"

"Cluck, cluck!" said the hen. "I give eggs to boys and girls. I don't want to fly away."

Then the dove called the cow and the sheep and the horse and the hen all together.

"Coo, coo!" she said. "Are you all happy?"

The cow said, "Moo, moo! Yes, yes!"

The sheep said, "Baa, baa! Yes, yes!"
The hen said, "Cluck, cluck! Yes, yes!"
The horse said, "Yes, yes!"
The dove said,
"Coo, coo, coo!
I am happy, too."
Away she flew to her nest. —HARRIET WARREN.

Second Step—Dramatization.

Third Step*—Word and Sentence Development: Phonetics.

Words

(Review)	cow	moo	give	sheep	boys
	baa	hen	cluck	milk	want*
(New)	dove	wings	don't	wish	had	wool
	keeps	coo	warm	rides	all	happy	horse
	am					

Group Words

give milk	keeps them warm
give rides	my pretty wings
give eggs	don't want to fly
give milk	could fly away
boys and girls	am happy

Sentences

Build sentences, using words listed above.

Phonetics (*o͞o, ad, eep,* and *sl*)

From "moo," develop *o͞o,* and the following words:
coo too whoo
From "had," develop *ad,* and the following words:
bad sad lad mad
From "sheep," develop *eep,* and the following words:
keep peep sleep
From "sleep" develop *sl,* and the following words:
slay slow slam

Fourth Step—Reading Lesson. (Primer, pages 21-25.)

* From this point forward, the subdivision of work previously given as Lesson 1, etc., is no longer indicated.

THE JAY AND THE DOVE

First Step—The Oral Story. (Memorize, Primer pages 26 and 27.)

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	there	play	Jay	Dove		
(New)	get	where	do	Mr.	land	of
	that	far	love	Mrs.	above	how

Group Words

from the land of play
far away of love
look above

Sentences

Build sentences, using the words listed above.

Phonetics (*ove* and *ow*)

From "dove," develop *ove,* and the following words:
love above
From "cow," develop *ow,* and the following words:
how bow-wow now

Fourth Step—Reading Lesson. (Primer, pages 26 and 27.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (BIRDS)

I. Supplementary Story. "The White Dove," Maud Lindsay in *More Mother Stories.*

II. Conversation. Birds.

III. Poem. "Three Little Birds," Laura E. Richards in *Five Minute Stories.*

IV. Songs.

(1) "Awakening," Jessie L. Gaynor in *Songs of the Child World.* Part II.

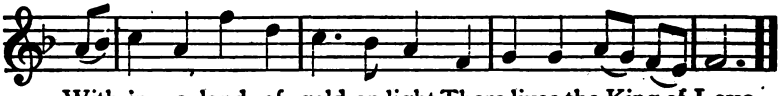
(2) "The King of Love," *Lyric Music First Reader,* page 115.

THE KING OF LOVE

Charles Ellerton — Rossetter Cole

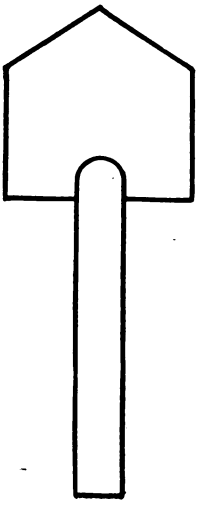
Allegretto.

1. Far high-er than the eye can reach, Beyond the sky a - bove,
2. And tho' His throne is far a-way, Beyond the stars and sun,



With-in a land of gold-en light There lives the King of Love.
He hears when children speak to Him, And answers ev-'ry one.

(3) "The Pigeons," *Lyric Music Primer,* page 8.



(4) "The Egg," *Lyric Music Primer,* page 74.

V. Song game.

(1) "Little Dove, You Are Welcome," Walker and Jenks in *Songs and Stories for Little Ones.*

(2) "My Pigeon House," Walker and Jenks in *Songs and Stories for Little Ones.*

VI. Occupation.

(1) Free hand cutting of a tree with a nest in it.

(2) Cut dove.

(3) Cut dove cote.

(4) Fold dove cote and mount on heavy paper pole or stick.

LITTLE BOY BLUE

First Step—The Oral Story. (Memorize, Primer page 28.)

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) blue come sheep barn where asleep

(New) meadow blow horn your corn drive wake up who under fast haycock

Group Words

blow your horn	wake up	fast asleep
in the meadow	after the sheep	drive the sheep
in the corn	under the haycock	

Sentences

Build sentences, using the words listed above.

Phonetics (orn)

From "corn," develop *orn,* and the following words:
horn morning

Fourth Step—Reading Lesson. (Primer, pages 28-30.)

LITTLE BO-PEEP

First Step—The Oral Story. (Memorize, Primer page 31.)

Second Step—Dramatization. (Use dialogue on pages 32, 33.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) find not did* morning will

(New) Bo-peep lost tell leave alone home bring their with tails behind thank hear have go Oh

Group Words

lost her sheep	behind them	did you look
leave them alone	for them	with you
will come home	not there	

Sentences

Build sentences, using the words listed above.

Phonetics (*ō* and *ind*)

From "no," develop *ō*, and the following words:

go Bo-peep so

From "find," develop *ind*, and the following words:

behind kind mind

Fourth Step—Reading Lesson. (Primer, pages 31-33.)

BAA, BAA, BLACK SHEEP

First Step—The Oral Story. (Memorize, Primer page 34.)

Second Step—Dramatization.

Use the dialogue on pages 35 and 36.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	morning		guess			
(New)	any	take	sir	bags	make	full
	coat	master	dame	lives	lane	

Group Words

any wool	keep me warm	for my dame
yes, sir	for my master	three bags full
in the lane		one bag full

Sentences

Build sentences, using the words listed above.

Phonetics (*ake* and *ag*)

From "take" develop *ake*, and the following words:

make lake bake rake cake

From "bag" develop *ag*, and the following words:

rag wag tag flag

Fourth Step—Reading Lesson. (Primer, pages 34-36.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (SHEEP)

I. Supplementary Story. "How a Little Boy Got a New Shirt," in *In the Child's World.*

II. Conversation. Sheep.

III. Poem. "Lambkins at Play," Rossetti.

IV. Songs.

(1) "Baa, Baa, Black Sheep," Jessie L. Gaynor in *Lilts and Lyrics.*

(2) "Little Bo-Peep," *Lyric Music Primer,* page 45.

V. Song Games. "Baa, Baa, Black Sheep," Hailmann in *Songs, Games, and Rhymes.*

VI. Occupation.

(1) Cut Little Boy Blue's coat and color blue.

(2) Sand table. Represent barn, meadow, fence, and sheep.

(3) Cut sheep and cover with black or white wadding.

(4) Weave a mat of yarn or wool carpet rags.

THE PIG'S DINNER

First Step—The Oral Story.

Once upon a time a little pig with a curly tail went out to take a morning walk. He thought he would go to the Mud Puddle, but before he got there he came to a garden that was full of pretty flowers. The garden gate was standing wide open. "Woof, woof!" said Little Pig when he saw the open gate. "Isn't this fine? I want to go into that garden. Flowers make a good dinner. Every since I can remember, I have wanted to get into that garden." And in he went as fast as his four short legs could carry him.

When Little Pig went into the garden, he found that it was full of all kinds of flowers. There were pansies, and daisies, and violets, and honeysuckles, and all the other bright flowers that you can name. Every flower had a place of its own, too. The tulips were on both sides of the garden walk, and the hollyhocks stood up in a straight row against the garden fence. The pansies had a bed all to themselves, and the sweet peas were just beginning to climb up on the frame that the farmer had made for them.

"Woof, woof, nice place!" said Little Pig, and he put his nose down

into the pansy bed and began to root up the pansies, for he thought that he would like to eat those pansies for his dinner. While he was enjoying himself there, Red Hen came down the road with her family of little chickens. Red Hen was looking for a nice rich spot where she might scratch for their dinner. When she saw the open gate she was so pleased! "Cluck, cluck, come with me into the garden," she said to her chicks. "Peep, peep, peep! Can we find worms there, Mother?" asked the little chickens. "Oh, yes, children. And how pretty the flowers are! There is nothing I like better than to scratch in a flower garden," said Red Hen, as she hurried in through the open gate. The chickens went with her, and soon they were all very busy scratching among the violets. How happy they all were!

Soon White Cow came down the road. She was on her way to the Pond, but when she saw the open gate she decided to go into the garden at once. "Moo, moo!" she said. "How pretty the flowers are! They will make a good dinner."

Red Hen said, "Cluck, cluck, come in, White Cow!" Little Pig said, "Woof, woof, come in!" So White Cow swished her tail over her back and went into the garden. Then she began to nip the daisies from their stems.

"How many of us are here?" asked White Cow. But before any of them could count, the farmer came home. When he looked into the garden he saw White Cow, Red Hen, and Little Pig. "Oh, my pretty pansies and violets and daisies!" he cried. "Stop eating my flowers! Get out of my garden!"

"What is that man talking about?" asked the little chickens. "I suppose he wants us to go out of his garden," said Red Hen, and she ruffled her feathers as the farmer came running toward them. The hen cackled, the pig squealed, the cow mooed, and the farmer scolded. Away ran Red Hen and her chickies, and Little Pig, and White Cow,—through the gate and down the road. "Good-bye, Mr. Farmer," the hen called back. "We had a good dinner!" said the pig. "We will come back soon!" said the cow. But when they went back the next day the garden gate was shut so tight that not even the smallest chicken could get inside.

—MAUD LINDSAY in *More Mother Stories.*

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	pig	red	down*	road*		garden*
	by	woof	farmer*	full		
(New)	flowers	chickens	eat	out	stop	back

Game No. 24 (page 151).

Group Words

stop eating	her little chickens	some dinner
how pretty	a good dinner	full of pretty flowers
how happy	down the road	by and by

Sentences

Build sentences, using the words listed above.

Phonetics (*ȳ* and *fl*)

From "my," develop *ȳ*, and the following words:

fly by try cry

From "fly," develop *fl*, and the following words:

flee flat flay

Review other phonograms.

Fourth Step—Reading Lesson. (Primer, pages 37-40.)

PIGGY WIG'S HOUSE

First Step—The Oral Story.

One morning bright and early, Piggy Wig started out to build a home. What he wanted more than anything else was a house of his very own. So he traveled a long, long way, over the fields, and down the lanes, and past the orchards, until all at once, he came upon Jack Rabbit.

"Good morning, Piggy Wig!" said Jack Rabbit. "Where are you going?"

"I am going to the woods. I want to build a house," said Piggy Wig.

"May I go with yóu?" asked Jack Rabbit.

"You may go with me if you can help me build my house," said Piggy Wig. "What can you do?"

Jack Rabbit scratched his head with his left hind foot for a minute and then said, "I can cut down trees with my sharp teeth. You will need trees when you build the house, but you can not cut them down."

"Good!" said Piggy Wig. "Come with me. I want you."

So the two went on a long, long way farther, until all at once they came upon Gray Goose.

"Good morning, Piggy Wig!" said Gray Goose. "Where are you going?"

"I am going to the woods. I want to build a house," said Piggy Wig.

"May I go with you?" asked Gray Goose.

"You may go with me if you can help me build my house," said Piggy Wig. "What can you do?"

Gray Goose tucked one leg under her wing for a minute, and then she said, "Your house will have cracks in it. I can gather moss and stuff it into the cracks with my long bill. I can fill all the cracks."

"Good!" said Piggy Wig. "Come with me. I want you."

So the three went on a long, long way, and all at once they came upon Red Cock.

"Good morning, Piggy Wig!" said Red Cock. "Where are you going?"

"I am going to the woods. I want to build a house," said Piggy Wig.

"May I go with you?" asked Red Cock.

"You may go with me if you can help me build my house," said Piggy Wig. "What can you do?"

Red Cock shut his eyes and thought for a minute and then said, "You will need to get up early to build your house. I can wake you up. I say, 'Cock-a-doodle-doo!' every morning."

"Good!" said Piggy Wig. "Come with me. I want you."

So the four went on down the road until they came to the woods. Then Jack Rabbit cut down some little trees with his sharp teeth; Piggy Wig took the trees in his fore feet and built the house; Gray Goose filled all the cracks with moss; Red Cock said, "Cock-a-doodle-doo!" early every morning, to tell them that it was time to get up. And they all lived happily together in their little house. —FOLK TALE.

Second Step—Dramatization.

Use the dialogue on pp. 41, 42, 43.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	house	where	may		trees
	say	cock-a-doodle-doo*			down
(New)	Piggy Wig	woods	build	cut	fill
	cracks	built	goose	Jack Rabbit	

Game No. 23 (page 151).

Group Words

come with me	build a house	fill all the cracks
built the house	cut down trees	wake you up

Sentences

Build sentences, using the words listed above.

Phonetics (ig, ut, ack, and cr)

From "big," develop *ig*, and the following words:

pig wig dig

From "nut," develop *ut*, and the following words:

cut shut but

From "black" develop *ack*, and the following words:

Jack back crack

From "crack" develop *cr*, and the following words:

cry crow creep

Fourth Step—Reading Lesson. (Primer, pages 41-44.)

THE LITTLE PIG

First Step—The Oral Story.

Once there was a funny, funny, little pig, who lived with his mother in a pen. One day he saw his four little feet and he said, "Wee, wee, Mother! See my four little feet! What can I do with them?"

"Woof, woof, you funny little pig! You can run with them," said his mother.

So the little pig ran round and round the pen until he was tired. Then he went to sleep.

One day the little pig found his two little eyes and he said, "Wee, wee, Mother! See my two little eyes! What can I do with them?"

"Woof, woof, you funny little pig! You can see with them," said his mother.

Then he climbed up on the trough and looked and looked all around. He saw his mother; he saw the cow; he saw the sheep.

One day the little pig found his two little ears and he said, "Wee, wee, Mother! See my two little ears! What can I do with them?"

"Woof, woof, you funny little pig! You can hear with them," she said.

Then the little pig listened and listened, and this is what he heard:

He heard the dog say, "Bow, wow!"
He heard the cat say, "Mew, mew!"
He heard the cow say, "Moo, moo!"
He heard the sheep say, "Baa, baa!"

One day the little pig found his one little nose and he said, "Wee, wee, Mother! See my one little nose! What can I do with it!"

"Woof, woof, you funny little pig! You can smell with it," she said. "Can you smell your dinner?"

The little pig was hungry and wanted his dinner, but he could not smell it. "Wee, wee, wee!" he cried.

Soon he found his one little mouth and he said, "Wee, wee, Mother! See my one little mouth! What can I do with it?"

"Woof, woof, you funny little pig! You can eat with it," she said "You can eat your dinner."

The little pig wanted his dinner, so he hunted and hunted, but he could not find it. "Wee, wee, wee," he cried again.

Soon a little girl in a blue dress came to the pen. She had something in a pail for Piggy. She said, "Come, Piggy! Come, Piggy, come! I have something for you. It is something good to eat."

What did the little pig hear with his two little ears?
What did the little pig see with his two little eyes?
What did the little pig do with his four little feet?
What did the little pig smell with his one little nose?
Guess what the little pig did with his one little mouth.

—FOLK TALE.

Second Step—Dramatization.

CHARACTERS

Mother Pig *Sheep* *Dog* *Girl* *Little Pig* *Cow* *Cat*

SCENE

Mother Pig and Little Pig in a pen. The pen may be made of chairs, or by having children join hands, forming a rectangle.

Little Pig: Wee, wee, Mother! See my four little feet! What can I do with them?

Mother Pig: You can run with them.

(He runs around the pen.)

Little Pig: Wee, wee, Mother! See my two little eyes! What can I do with them?

Mother Pig: You can see with them.

Little Pig: I can see you!

(Jumps upon the trough.)

I can see the cow! I can see the sheep!

(He runs to his mother.)

Little Pig: Wee, wee, Mother! See my two little ears! What can I do with them?

Mother Pig: You can hear with them.

(He listens.)

Dog: Bow-wow!

Cat: Mew, mew!

Cow: Moo, moo!

Sheep: Baa, baa!

Little Pig: Wee, wee, Mother! See my one little nose! What can I do with it?

Mother Pig: You can smell with it. Can you smell your dinner?

(He tries to smell his dinner but there is no dinner for him.)

Little Pig: Wee, wee, Mother! See my one little mouth! What can I do with it?

Mother Pig: You can eat with it. You can eat your dinner.

(He looks for it, but cannot find any dinner.)

Little Pig: Wee, wee, wee!

(A little girl comes to the pen, carrying a pail.)

Girl: Come, Piggy! Come, Piggy, come! I have something for you. It is something good to eat.

(He runs to the trough.)

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	pen*	bow-wow	baa	wee	run*	ears*	
(New)	once	his	feet	round	found	eyes	
	heard	nose	smell	mouth	something		

Group Words

once there was	two little eyes	looked and looked
with his mother	four little feet	could not smell
one little nose	ran and ran	could not find
two little ears	round and round	could not eat

Sentences

Build sentences, using the words listed above.

Phonetics (*ell, ear,* and *sh*)

From "tell" develop *ell,* and the following words:
smell well bell shell
From "hear" develop *ear,* and the following words:
dear near tear shear
From "sheep," develop *sh,* and the following words:
shut shake she shoo shell show shear

Fourth Step—Reading Lesson. (Primer, pages 45-51.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (PIGS)

I. Supplementary Story. "Story of the Three Little Pigs," Folk Tale in *For the Children's Hour.*

II. Conversation. Pigs.

III. Poem.

IV. Song. "Piggy Wig and Piggie Wee," Jessie L. Gaynor in *Songs of the Child World.* Book II, Part II.

V. Song Game. "Five Little Pigs," Hailmann in *Songs, Games, and Rhymes.*

VI. Occupation.

(1) Poster. Draw garden. Cut pig, cow, hen, and chickens and paste in garden. Cut fence and paste in the front of the picture.

(2) Draw woods, showing Piggy Wig, Gray Goose, Jack Rabbit, and Red Cock building the house.

(3) Cut fence and pigs. Mount.

LITTLE RABBIT

First Step—The Oral Story.

One bright day in spring, Little Rabbit went out to find some dinner. He hopped along and hopped along, until at last he came to a hillside all covered with pretty pink and white clovers. Now if there was anything in the wide, wide world that Little Rabbit liked to eat it was little pink and white clovers. So he began to run from flower to flower, eating the sweet, juicy buds as fast as he could. Just then a little girl came along and saw him. "Stop, stop, Little Rabbit!" she called out. "Where are you going? Do not run away from me." Little Rabbit jumped behind some tall flowers and hid himself, for he had never seen a girl before and he was frightened. The girl looked all around and called out, "I can not see you, now, Little Rabbit! Where are you?" By and by Little Rabbit peeped out to watch her. He said to himself, "I wonder if that two-legged animal has come here to eat the nice juicy clovers." And he peeped out and peeped out at the little girl to see if she would get down on the ground to nibble at the flowers, just as he had been doing. At last he peeped out so far that the little girl saw where he was hiding. "Oh, now I see you, Little Rabbit!" she cried. "You are behind the flowers. You are in the pretty clovers." Then for a long time, the little girl stood looking at Little Rabbit, to see what he would do; and Little Rabbit sat looking at the little girl to see what she would do.

Little Rabbit kept saying to himself, "What a funny animal that is! It has only two legs to stand on! I don't believe it knows how to eat clovers. I will show it how to nibble the sweet, juicy buds; there are plenty here for us both." But as soon as Little Rabbit began to eat the clovers the little girl cried out, "Stop, stop, Little Rabbit! Do not eat the clovers. They are so pretty! Some are pink like your eyes and some are white like your ears. The clovers are so little now. They are just little clover children. Soon they will be big and then you may eat them!" But Little Rabbit kept on eating the clovers as fast as he could. He was such a little rabbit that he didn't know what the girl was saying to him. Just then the little girl remembered that it was her dinner time, so she walked slowly away, waving her handkerchief and calling back, "Good-bye, Little Rabbit, good-bye!" But Little Rabbit was so busy eating the little clover children that were pink like his eyes and white like his ears that he did not even hear what the little girl said. —L. E. ORTH.

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) run clovers* big be so now
(New) pink then

Group Words

so pretty pink like your eyes behind the flowers
will be big do not run away in the pretty clovers

Sentences

Build sentences, using the words listed above.

Phonetics (un)

From "run" develop *un*, and the following words:
sun fun gun

Game No. 25 (page 151).

Fourth Step—Reading Lesson. (Primer, pages 52, 53.)

JACK RABBIT'S VISIT

First Step—The Oral Story.

In a hole in a big oak tree Father Squirrel had made his home. He was such a pretty fellow, with his bright eyes and his long, bushy tail. He was very careful about little things and always saved up a store of nuts for the winter. He brought up his family in the same way. Mother Squirrel and three little squirrels lived with him, and they were all of them just as careful and saving as could be. There was never so much as an acorn wasted in Father Squirrel's house, and one of the very first things he and Mother Squirrel taught their children was to lay up a store of food so that they would have plenty to eat in the winter. They were nice little things, these children; they had big eyes and big tails. They played in the trees, and on the ground, too, and they had no end of fun.

On this cold autumn day about which I am telling you, Father Squirrel and Mother Squirrel and the three little ones were all at home eating nuts in the old oak tree. All at once there came a tiny tap on the bark of the tree, outside the door. It was a very weak little tap, so low that Mother Squirrel was not sure that anyone had knocked. She listened and soon she

heard another tap—this time a little louder. Father Squirrel heard the knock, too, so he went to the door to see who was outside. He could hardly believe his eyes when he saw Jack Rabbit standing there! He had never seen a rabbit in a tree before in all his life. "Hello, Jack Rabbit!" said Father Squirrel. "How did you ever climb up this tree?" "I didn't climb up the tree," answered the rabbit. "This branch I am standing on reaches all the way from the ground to your front door, so I just walked along on it until I came to your house. May I come in?" "Yes, come in," said Father Squirrel. Jack Rabbit came hopping into the house. "Sit down," said Mother Squirrel. So Jack Rabbit sat down upon the floor. Then one of the little squirrels rolled some hickory nuts up to him and said, "Eat some nuts!" "No, thank you, Little Squirrel," said Jack Rabbit. "I do not like nuts."

When Jack Rabbit was warmed and rested, Mother Squirrel sent her little ones to bed. Then she and Father Squirrel had a long talk with their visitor. "Rabbit, where do you live?" asked Mother Squirrel. "I live in the ground; I have a warm hole there," answered Jack Rabbit. "What do you eat?" asked Father Squirrel. Jack Rabbit said, "Oh, I eat leaves. What do you eat, Squirrel?" Father Squirrel said, "We eat nuts and acorns. In the fall we store them away for winter. All my family help me. So we have plenty of nuts and acorns for the winter, and enough for a friend, too, if you will just learn to eat them. Will you come to live with us?" "No," answered Jack Rabbit. "I cannot live in a tree and I could never learn to eat nuts. I must go, now. Good-bye!" So away went Jack Rabbit to his nice warm hole in the ground. —MARY DENDY.

Second Step—Dramatization.

Use conversational parts on pages 55 and 56.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	squirrel	nuts	at*	
(New)	hole	ground	along	floor
	sit	us	must	

Group Words

at home	pretty little squirrels	came along
on the ground	big eyes and big tails	a warm hole
lived in a tree	eating nuts	must go

Sentences

Build sentences, using words listed above.

Phonetics (*it, ound,* and *gr*)

From "it" develop *it,* and the following words:

sit hit bit

From "found" develop *ound,* and the following words:

round ground sound

From "ground" develop *gr,* and the following words:

gray grin grow

Game No. 19 (page 151).

Fourth Step—Reading Lesson. (Primer, pages 54-56.)

BOBBIE SQUIRREL'S TAIL

First Step—The Oral Story.

Bobbie Squirrel was an early riser. One bright day he got up very early and, whisking his long gray tail over his back, he scampered down the tree where he lived and down a little brown path in the woods. Just then Jack Rabbit was coming along. Jack Rabbit's tail was little. "Look at Bobbie!" he said. "He wants us to see his big tail. How proud he is of that bushy tail of his! I am glad I don't have to carry such a long tail as that. It would be getting in my way all the time."

Brown Owl was sitting in a tree near by. He said, "Oh, see Bobbie! He has his tail above his back. He waves it as though it were a flag!"

But Bobbie Squirrel did not pay a bit of attention to Jack Rabbit or Brown Owl. He did not care how much they laughed at his long, bushy tail. He knew that he had a great deal of work to do between sunrise and sunset, and he knew that his big tail would help him to do it.

Bobbie Squirrel ran to a nut tree, and under the tree the ground was all covered with ripe hickory nuts. Bobbie dug a big round hole in the ground near the tree. Then he swept nut after nut into the hole. Can you guess what he used for a broom? After that he covered up the nuts with leaves which he swept with his long, bushy tail, too. He will have plenty of nuts to eat next winter. When all the nuts were safely buried, it was time for Bobbie to go home, so he hurried back along the little brown path until he came to the hollow tree in which he made his home.

Guess what Bobbie found when he got home! He found nut shells on the floor! A little squirrel had stopped there to eat his dinner and had scattered nut shells all over Bobbie's green moss floor. "Oh, dear me!" said Bobbie. "This floor must be swept." So he swept the floor with his big

gray tail, until the room was as clean as it could be. And as he swept with his long, bushy tail he kept saying to himself, "How glad I am that my tail is not like that little stump tail Jack Rabbit has! I don't see how he can ever sweep his floor."

By and by night came, and the stars began to peep down upon all the trees in the woods. Bobbie Squirrel had worked so hard all day that he felt tired and sleepy, so he curled up into a furry ball. His big gray tail, that had been so useful to him all day, made a fine soft pillow. Just before Bobbie went to sleep he said to himself, "Poor old Brown Owl! He has no pillow like mine to put that big head of his upon!"

—CAROLYN S. BAILEY.

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	dear	shell	tail	along		wants
(New)	Bobbie	coming	brown	owl	dug	swept
	covered	winter	put	next	night	

Group Words

under the tree	must be swept	coming along
big round hole	what a big tail	above his back
next winter	ran down a tree	dear me

Sentences

Build sentences, using words listed above.

Phonetics (*own* and *br*)

From "down," develop *own,* and the following words:
brown town gown

From "brown," develop *br,* and the following words:
brag brake bran

Fourth Step—Reading Lesson. (Primer, pages 57-59.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (RABBITS AND SQUIRRELS)

I. Supplementary Stories.
   (1) "The Little King's Rabbits," Maud Lindsay in *A Story Garden.*
   (2) "The Chestnut Boys," in *In the Child's World.*

II. Conversation. Rabbits, Squirrels, and Nuts.

III. Poem. "Rut-a-tut-tut," Mary Mapes Dodge in *Rhymes and Jingles.*

IV. Song. "The Little Rabbit," Churchill and Grindell. Part II.

V. Song Game. "Chasing the Squirrel," Walker and Jenks in *Songs and Games for Little Ones.*

VI. Occupation.
   (1) Make clover field. Cut rabbit and little girl and mount in clover field.
   (2) Freehand cutting of squirrels and trees. Mount.
   (3) Basket, woven. Six 22″ strips. Ten 14″ strips.

NED VISITS GRANDMOTHER

First Step—The Oral Story.

Little Edward Wilberforce McKay was going on a journey. It seemed like a very long journey to Edward Wilberforce McKay, or little Ned, as he was generally called. The fact of the matter was that Ned was walking down the road to his grandmother's house, and he was going alone, and he had never gone alone to visit his grandmother before. He was going to show her his new red cart that his father had brought him.

Before he started out he said, "Mother, I'd like to take Grandmother something in my little red cart. What shall I take her?"

Ned's mother thought a moment and then she said, "Perhaps she would like some cookies for her supper. Take her some of these I have just baked. Take her an apple, too."

"That will be the very thing," said Ned. So he put the apple and the cookies into his little red cart, and off he went down the road that led to Grandmother's.

Soon Ned came to a meadow by the roadside. In the meadow was a little, fat, curly-tailed pig. When the pig spied Ned and his cart, and smelled the cookies and the apple, he put out his snout and ran right toward the little red cart. "Good morning, Little Pig," said Ned. Little Pig said, "Wee, wee! I want some cookies." But Ned shook his finger at him, and said, "No, no, Little Pig! They are for Grandmother. Come with me to her house. She will give you some dinner." So Little Pig followed on behind Ned as he trudged along the road toward Grandmother's.

It wasn't long until they came to an old brown barn. A white hen was standing near the barn gate. She saw Ned and Little Pig coming down the road, so she got upon the gate to meet them. When they came near her, she smelled the cookies. "Good morning, White Hen!" said Ned. White Hen said, "Cluck cluck! I want some cookies." But Ned shook his finger at her and said, "No, no, White Hen! They are for Grandmother. Come with us to her house. She will give you some dinner." So White Hen went with Ned and Little Pig as they trudged along the road to Grandmother's.

Soon they came to a house right by the side of the road. Lying on the doorstep was a little gray kitten. The gray kitten opened its eyes and saw Ned and Little Pig and White Hen coming down the road. The kitten got up from the doorstep and went out into the yard to meet them. "Good morning, Gray Kitten!" said Ned. Gray Kitten said, "Mew mew! I want some cookies." But Ned shook his finger at him and said, "No, no, Gray Kitten! They are for Grandmother. Come with us to her house. She will give you some dinner." So Gray Kitten went with Ned and Little Pig and White Hen, as they trudged along the road to Grandmother's.

After awhile they came to a big tree. A little bird, sitting in the branches, saw them as they walked along the road. Down he flew from the tree and peeped right into the little red cart. He saw the cookies there and was just thinking he would peck at them when Ned said, "Good morning, Little Bird!" Little Bird said, "Peep peep! I want some cookies." But Ned shook his finger at him and said, "No, no, Little Bird! They are for Grandmother. Come with us to her house. She will give you some dinner." So Little Bird went with Ned and Little Pig and White Hen and Gray Kitten, as they trudged along the road to Grandmother's.

Grandmother happened to be looking out through the window. All at once she spied the queer procession coming down the road. She looked and looked. She took off her glasses and rubbed them, put them on and looked again. "What do I see?" she said. "Oh, it is Little Ned, sure as can be—bless his little heart! But what's all that coming behind him?" she said. Then she hurried out through the gate and saw coming toward her, Little Ned, and behind him the little red cart, and behind the little red

cart the little fat pig, and behind the little fat pig the little white hen, and behind the little white hen the little gray kitten, and behind the little gray kitten the little fluffy bird. "Good morning, Ned! Well, did I ever, did I ever!" was all Grandmother could say, for she was so surprised. Ned said, "Good morning, Grandmother! See my little red cart? I have some cookies for you. Mother baked them just before I started out from home. I have an apple for you, too." Grandmother said, "Thank you, Ned! I like cookies and apples."

When Ned gave Grandmother the cookies and the apple, she said to him, "Now, Ned, tell me what I can give you and all your little friends." "Oh, give us some dinner, Grandmother!" said Ned. Then he told her how Little Pig and White Hen and Gray Kitten and Little Bird had wanted to eat the cookies and the apple, and how he had told them that Grandmother would give them something to eat. When he had finished, Grandmother said, "I will get you all some dinner, Ned, but first tell me what you and your little friends like." Ned said, "Little Pig and White Hen like corn; Little Bird likes bread; Gray Kitten and I like milk."

So Grandmother told them all to sit down at the big table in the dining room. Soon she brought a bowl of milk for Ned, a saucer of milk for Gray Kitten, some corn for White Hen and Little Pig, and some bread for Little Bird. They all ate and drank and had a pig-hen-kitten-bird-boy picnic in Grandmother's dining room. And when it was over, Ned kissed his Grandmother and said, "Good-bye, Grandmother." And Grandmother said, "Good-bye, Ned!" and she kissed him as he started down the road with all his little friends following on behind the red cart.

As they trudged along, Ned said to Little Pig and White Hen and Gray Kitten and Little Bird, "Now you see why I would not let you eat the cookies and the apple." And they all said, "Yes, yes—we had a better dinner at your Grandmother's. What a fine picnic we all had together!"

Soon they came to the big tree. "Good-bye, Little Bird," said Ned. "Peep, peep," said Little Bird. Next they came to the house. "Good-bye, Gray Kitten," said Ned. "Mew, mew!" said Gray Kitten. It wasn't long until they came to the barn. "Good-bye, White Hen!" said Ned. "Cluck, cluck!" said White Hen. Next they came to the meadow. "Good-bye, Little Pig!" said Ned. "Wee, wee!" said Little Pig. Then Ned ran home to his mother as fast as his little legs could carry him.

—MARION WATHEN in *Story-Telling Time.*

Second Step—Dramatization.

The teacher prepares the setting as given on page 60 of the Primer. Pupils use dialogue of pages 61-68.

CHARACTERS

Ned Mother Grandmother Pig Hen Kitten Bird

SCENE

Ned talking with his mother. Ned going to Grandmother's. Ned at Grandmother's. Ned going home.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	an	apple	peep	along
	thank	then	there	
(New)	cart	grandmother	him	cookies
	yard	bread	ate	drank
	Ned			

Group Words

a little red cart	likes milk	in the yard
must go now	will give you	went along

Sentences

Build sentences, using words listed above.

Phonetics (*and, ook,* and *ed*)

From "and," develop *and,* and the following words:
land grandmother hand band

From "took" develop *ook,* and the following words:
look book brook cook

From "red," develop *ed,* and the following words:
bed Ned sled led fed

Game No. 18 (page 151).

Fourth Step—Reading Lesson. (Primer, pages 60-68.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (ANIMALS)

I. Supplementary Stories.

(1) "The Open Gate," Maud Lindsay in *Mother Stories.*

(2) "A Barnyard Talk," in *In the Child's World.*

II. Conversation. Animals.

III. Poem. "Doggie's Trick," Mary Mapes Dodge in *Rhymes and Jingles.*

IV. Songs.

(1) "The Barnyard." Hailmann in *Songs, Games, and Rhymes.*

(2) "Barnyard Music," *Lyric Music Primer,* page 69.

V. Song Games.

POSTER 1.

POSTER 3.

VI. Occupation.

(1) Poster. Draw hill with house at top. Cut Ned and the pig, hen, cat, and bird. Mount them on the hill.

(2) Fold Ned's wagon.

(3) Poster. Barnyard, fence, animals, barn, windmill.

LITTLE OWL

First Step—The Oral Story.

There was once a little owl who had never been more than a few feet away from his nest. One night Mother Owl said to him, "Little Owl, it is time for you to learn to say 'Whoo, whoo!' as big owls do." Little Owl said, "Oh, no, Mother! I don't want to say 'Whoo, whoo!'" But Mother Owl said, "You must say 'Whoo!' When boys and cats hear you and see your big eyes shining in the dark, they will be afraid and run away from you."

But Little Owl would not say "Whoo!"

"A cat will get you if you do not learn to say 'Whoo!'" said Mother Owl.

"What is a cat?" asked Little Owl.

"A cat," said Mother Owl, "has fur and four feet with sharp claws. It has big round eyes and can see in the dark. It eats mice just as we do. But it eats little birds, too. Hide way down in your nest when you hear it call."

"What do cats say when they call?" asked Little Owl. "Do cats say 'Whoo, whoo!' Mother?"

"No, no," said Mother Owl, "cats say 'Mew, mew!'"

"Mother! Mother!" said Little Owl, "I want to see a cat. I want to hear her say 'Mew, mew!'"

"You are not a good little owl," said Mother Owl. "You *must* learn to say 'Whoo, whoo!' as I do."

"I can't," said Little Owl, and he shut his eyes tight, and would not even try.

Mother Owl said, "I am going to the barn for mice, but you shall not have any for your supper."

One day Mother Owl flew away and left Little Owl sitting in the tree. "I wish I could see a cat," he said to himself. "Maybe if I say 'Mew, mew' the cat will think I am another cat and will come to see me." So he cried "Mew, mew!" over and over again. Just then a cat came through the woods and heard Little Owl, and she answered, very high and loud, "Mew, mew!" Little Owl did not hide in his nest as his mother had told him to do. He looked down from the tree, and there on the ground, near him, he saw the cat's big eyes looking up at him. When Little Owl remembered his mother had told him that cats eat little birds, he began to be frightened. But he said to himself, "The cat will not eat me; she thinks I am another cat, because I said 'Mew, mew!'"

"Who are you, up in that tree?" called out the cat. "I heard you say 'Mew, mew!' Are you a cat?"

Little Owl did not answer. All he said was, "Mew, mew!"

Then the cat said, "You say 'Mew, mew!' but you do not look like a cat. You look like a little owl. I believe you *are* a little owl. Cats eat mice, Little Owl. Little Owl, can you eat a mouse?"

"Oh, yes!" said Little Owl. "I can eat a mouse."

Then the cat said, "Maybe you are a cat, after all. For you say 'Mew, mew!' and you eat mice. But cats eat birds, too. Do you eat birds?"

Then Little Owl forgot he was pretending that he was a cat. "Oh, no!" he said. "I *am* a bird."

"Oho!" said the cat. "You are not a cat. You are a little owl. I

eat birds. I will eat you, Little Owl!'' And then that cat, with four feet and sharp claws and big round eyes, began to climb the tree.

Just then a kind little boy came to the tree. His name was Bobbie. When he saw Little Owl and the cat, he cried out, ''Cat, go away! You must not eat Little Owl. I want to take him home with me and give him some dinner.'' Away ran the cat, and Bobbie called after her, ''Good-bye, Cat, good-bye!'' So Bobbie took Little Owl home with him and put him into a cage, and hung the cage out on the porch.

Little Owl was not happy. He wanted to go home to his mother. Late in the night Mother Owl came and sat in a tree near the cage. Little Owl said, ''Mother, Mother! I will be a good little owl. I will say 'Whoo, whoo!' I will hide in my nest when I see a cat. Take me home with you.'' But Mother Owl said, ''No, no, Little Owl! I cannot take you with me. I cannot get you out of the cage.'' When morning came, she flew away.

Little Owl would not sleep. He would not eat his dinner. All day long he kept saying ''Whoo, whoo!'' at first very soft and low, and then very loud and high. After awhile, Bobbie's mother heard Little Owl. ''Bobbie,'' she said, ''hear Little Owl! He wants to go to his mother. Take him to his home. He will not eat, and I don't like to hear him cry.''

So Bobbie took Little Owl back to the woods. ''Mother Owl, Mother Owl!'' he said, ''do you want Little Owl?''

Mother Owl said ''Whoo, whoo!'' Little Owl said ''Whoo, whoo!'' too.

Then Bobbie put Little Owl in the tree where Mother Owl was sitting. How happy they all were!

—ANNE SCHÜTZE in *Little Animal Stories.*

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	night Bobbie	kind happy	don't	big	eyes	morning
(New)	name	would	whoo			

Group Words

go away	would not say	was not happy
don't want to say	kind little boy	would not eat
will run away	take him home	big eyes

Sentences

Build sentences, using the words listed above.

Phonetics (*ould* and *ight*)

From "could" develop *ould,* and the following words:
would should

From "night" develop *ight,* and the following words:
sight light right bright

Fourth Step—Reading Lesson. (Primer, pages 70-75.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (OWLS)

I. Supplementary Story.
II. Conversation. Owls.
III. Poem. "The Distinction," Margaret Erskine in *Little Animal Stories.*
IV. Song.
"Voices of the Night," *Lyric Music First Reader,* page 96.
V. Song Game.
"The Owl," Gaynor in *Songs of the Child World.* Part I.
VI. Occupation.

WHAT BROWN PUSSY SAW

First Step—The Oral Story.

Two little pussies
Came out one day,
One saw the other
Over the way.

"Good morning, sister,
How do you do?"
The other answered
With just a "mew."

One gray pussy,
In great surprise,
Could hardly believe
Her little eyes.

"I could never
Stir from the bough
That young pussy
Is walking now."

The other pussy
Went home with a bound;
"Mother Pussy,
Guess what I found.

"A saucy kitten
Sat in a tree;
Wore a brown bonnet,
And mocked at me."

—KATE L. BROWN.

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	gray	brown	wish	looked	coat
(New)	Pussy				

Group Words

Gray Pussy	wish I could run
a pretty coat	Brown Pussy

Sentences

Build sentences, using the words listed above.

Phonetics (Review)

Fourth Step—Reading Lesson. (Primer, pages 76, 77.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (PUSSY WILLOW)

I. Supplementary Story. "The Willow's Wish," Kate L. Brown in *Half a Hundred Stories.*
II. Conversation. Pussy willow.
III. Poem. "Pussies," Anna Badlam in *Half a Hundred Stories.*
IV. Song. "Pussy Willow," Gaynor in *Songs of the Child World.*
V. Song Games.
VI. Occupation. Draw stem and mount real pussy willows on it.

THE BROOK

First Step—The Oral Story. (Memorize, Primer pages 78 and 79.)

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	sight				
(New)	dance	brook	playmates	both	still
	sing	ting	tirili	tumbled	

Group Words

come along	what happy playmates	both of us
run along	you and I	what a sight

Sentences

Build sentences, using the words listed above.

Phonetics (ing)

From "wing" develop *ing,* and the following words:

sing ting bring sling

Fourth Step—Reading Lesson. (Primer, pages 78-79.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE BROOK)

I. Supplementary Story.
II. Conversation. Water, brooks, rivers, etc.
III. Poem. "The Runaway Brook," Eliza Follen in *Three Years with the Poets.*
IV. Song.
(1) "Run, Little Rivulet, Run," Walker and Jenks in *Songs and Games for Little Ones.*
(2) "The Brooklet," *Lyric Music First Reader,* page 12.
(3) "An Invitation," *Lyric Music Second Reader,* page 9.
V. Song Games.
VI. Occupation.
Draw and cut things associated with brooks; as fish, frogs, etc.

THE WINDMILL

First Step—The Oral Story.

Once upon a time there was a big, tall windmill that belonged to a farmer. It had worked hard many years, filling the trough with water for the horses, cows, and sheep.

But one day it said, "I will stop! I will not go round and round and round. I am tired and I want to rest." So the windmill was still all day.

By and by the wind came along. It said, "Come, Windmill! Why are you not at work? I will make you go round and round and round."

"No, no!" said the windmill. "I don't want you to help me. I don't want to go round and round and round. I want to be still all day. I am tired and I want to rest."

The wind said, "You must go round! The horses and cows want water. I will blow for you."

The wind blew and blew, but the windmill would not go, so at last the wind went away.

All day long the windmill rested.

In the evening the tired horses came home. They had worked hard for the farmer all day in the hot sun. The cows and sheep came home, too. They were all thirsty and ran to the windmill for a drink, but there was no water in the trough.

"Oh, Windmill," they cried, "will you be kind to us and give us some water?"

Then the windmill was not happy. It was sorry there was no water. "Oh, why didn't I work today?" it said to itself. "There is no water for the horses and cows and sheep." And the windmill was so sorry that it began to creak and groan. Then it called out to the wind, "Oh, Wind, come and help me!"

The wind came at once. "I will blow for you," it said. And it blew and blew until all at once the wheel of the windmill stopped creaking and groaning and began to whirl merrily around. Soon the trough was full of clear, cold, sparkling water, and as the horses, and cows, and sheep drank, the windmill said to itself, "I will never rest again unless the trough is full."

—KATHLYN LIBBEY.

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	stop	still	came	
(New)	windmill	water	help	sorry

Group Words

will stop	once there was	must go
was still all day	would not go	drank and drank
will help you	would not bring	round and round

Sentences

Build sentences, using the words listed above.

Phonetics (ill)

From "will" develop *ill,* and the following words:

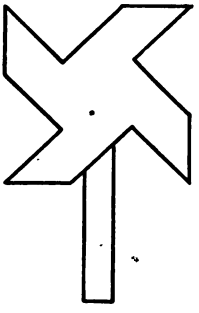
hill mill kill fill bill

Fourth Step—Reading Lesson. (Primer, pages 81-83.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (THE WINDMILL)

I. Supplementary Story. "The Wind's Work," Maud Lindsay in *Mother Stories.*

II. Conversation. Wind and Windmills.



III. Poem. "The Windy Days," Frances Sykes in *Story-telling Time.*
"The Wind Song," Eugene Field.

IV. Song. "The Windmill," Gaynor in *Songs of the Child World.*

V. Song Game. "The Windmill," Walker and Jenks in *Songs and Games for Little Ones.*

VI. Occupation.
(1) Make pin wheels and mount on sticks.
(2) Cut windmills.

WHO LIKES NORTH WIND?

First Step—The Oral Story.

"Oo-oo! Oo-oo!" said North Wind to himself one day. "I am tired of playing all alone. I will go through the woods and through the towns until I find a playmate."

So he went blowing along over the fields, calling out "Oo-oo! Oo-oo! Who will be my playmate?" After awhile he came to a little bird sitting in a tree. His feathers were all fluffed up, for he wanted to keep warm. "Peep, peep! Peep, peep!" said the bird when he heard North Wind. "How cold the wind is! Winter is coming. I must fly away. Good-bye!" And away he flew to hunt for a warm home in the South.

"Oo-oo! Oo-oo!" said North Wind. "I wonder why everyone leaves when I come. Nobody seems to like me. How lonesome I am! I wish I could find a playmate."

He went blowing through the woods crying, "Oo-oo! Oo-oo! Who will be my playmate?" Gray Squirrel sat on the ground, under a tree. He heard North Wind coming, and said to himself, "How cold the wind is! Winter is coming. There are nuts in the woods, and I will fill my nest with them. I can eat them in the winter. My nest will keep

me warm. I will go to my home in the tree." Then away ran Gray Squirrel to fill his warm nest with nuts!

"Oo-oo! Oo-oo!" said North Wind. "See Gray Squirrel run away! Nobody likes me. I am lonesome and I wish I could find a playmate!" So he went blowing along until he came to a farm house. Black Kitty was in the yard. "Oo-oo! Oo-oo! Will you be my playmate?" called out North Wind. But Black Kitty did not even answer. He climbed up the door steps and cried out, "Mew, mew, mew! How cold the wind is! Winter is coming. I want to go into the house, for I can keep warm there. I can get some milk there, too. I can sleep on the warm floor. Mew, mew! Mew, mew! Let me come into the house!"

"Oo-oo! Oo-oo!" said North Wind. "Little Bird flew away from me. Gray Squirrel ran to his nest when he saw me coming. And now Black Kitty wants to go away from me, too. Nobody will play with me. Nobody likes me. I am so lonesome! How I wish I could find a playmate!"

Just then the door flew open and out ran a little boy named Jack. "Hurrah! Hurrah!" he cried, as he ran to the barn, waving his cap for joy. "How cold the wind is! Winter is coming, and it is going to snow. I will make a snow man. I will ride down the hill on my sled, too. Hurrah! Hurrah! Hurrah!"

North Wind blew upon Jack's nose and cheeks until they were as red as they could be. "Oo-oo! Oo-oo!" he said. "How happy I am now! At last I have found someone who likes me! I have found a playmate! Oo-oo, Jack, oo-oo! The white snow is coming. See! It is coming now! You and I will be playmates. How happy we will be! Oo-oo, Jack, oo-oo!"

—FOLK TALE.

Second Step—Dramatization.

CHARACTERS

North Wind *Little Bird* *Jack* *Black Kitten* *Gray Squirrel*

SCENE

Little Bird in a tree, Black Kitten at the door, Gray Squirrel on the ground, Jack running to the barn.

North Wind: Oo-oo! Oo-oo!

Little Bird: Peep, peep! Peep, peep! How cold the wind is! Winter is coming. I must fly away. Good-bye!

North Wind: Oo-oo! Oo-oo!

Gray Squirrel: How cold the wind is! Winter is coming. I must fill my nest with nuts to eat next winter. My nest will keep me warm, too.

North Wind: Oo-oo! Oo-oo!

Black Kitten: Mew, mew, mew! How cold the wind is! Winter is coming. I want to go into the house to get warm. I can get some milk there and I can sleep on the warm floor. Mew, mew! Let me come into the house.

North Wind: Oo-oo! Oo-oo!

Jack: Hurrah! Hurrah! How cold the wind is! Winter is coming and it is going to snow. I will make a snow man. I will ride down the hill, too. Hurrah! Hurrah! Hurrah!

North Wind: Oo-oo! Oo-oo! How happy I am now! I have found a playmate. How happy we will be! Oo-oo, Jack, oo-oo!

Third Step—Word and Sentence Development: Phonetics.

Words

(Review)	man	hill	blow		
(New)	north	cold	let	hurrah	snow

Group Words

will fill	will make
will keep	let me come
will ride	down the hill
will go	how cold

Sentences

Build sentences, using the words listed above.

Phonetics (*ōw* and *sn*)

From "blow" develop *ōw*, and the following words:

snow grow slow

From "snow" develop *sn*, and the following words:

snag snake

Game No. 26 (page 152).

Fourth Step—Reading Lesson. (Primer, pages 84-88.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (WINTER AND NORTH WIND)

I. Supplementary Story. "The Snowball," Maud Lindsay in *A Story Garden.*

II. Conversation. Winter.

III. Poem. "Snow," Mary Mapes Dodge.

IV. Song.

(1) "Sleighing Song," Gaynor in *Songs of the Child World.* Part I.

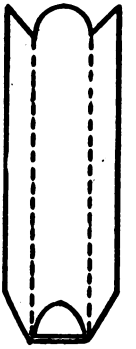
(2) "Sliding," *Lyric Music Primer,* page 99.

V. Song Game. "Skating Game," Reed and Brockman in *Timely Games and Songs.*

VI. Occupation.

(1) Cut snowflakes.

(2) Cut sled.



HOW PATTY GAVE THANKS

First Step—The Oral Story.

Farmer Gray always shut his animals in the warm barn at night in the fall and winter. He wanted them to be snug and comfortable for the night. But in the morning he turned them all into the barnyard. One bright November morning, when the sun was shining warmly, the gentle old cow shook the bell that was tied to her neck until it rang and rang and rang. All the other farm animals hurried to her to see why she was ringing the bell. "Good morning to you all!" she said. "I have something to tell you. Can you guess what it is?"

"Is it about a little girl?" asked Bob, the horse.

"Yes," answered the cow. "It is about a little girl. Can you guess who she is?"

Then one of the sheep spoke up and said, "Maybe it is Master's little daughter, Patty. Is it something about Patty?"

"Yes," answered the cow. "You made a good guess. It is about Patty."

"I want to hear about Patty," said Bob. "We all love Patty."

"Yes," said the sheep. "Tell us about Patty."

Then the gentle old cow began her story. She said, "What a good girl

Patty is! She came to me this morning and began to stroke my forehead, and said, 'Good-morning, Cow. This is Thank-you day. You give me milk for my breakfast. I like your good milk, so I have come to say, Thank you, Cow, Thank you.' Then the dear child put a sweet juicy apple into my mouth and laughed to hear me crunch it. I am so glad that my milk is good and rich. I like to give milk to Patty."

"What you say is true, Friend Cow. What a kind little girl she is!" said Bob.

"Did you see Patty, Bob?" asked the sheep.

"Yes," answered Bob. "Patty came to me, too. She said, 'You dear horse! You give me rides. Thank you, Bob, thank you!' She patted me and patted me. Then, bless her heart! she gave me a big armful of nice, sweet hay. I tell you I will give her a ride soon."

When Bob had finished speaking, the gentle old cow said, "How kind Patty is! Bob likes to give her rides; I like to give her milk."

"Did Patty thank you, Sheep?" asked Bob.

"Yes," answered one of the sheep. "She came to us, too. I can tell you I was surprised when she brought me and the rest of the flock a dish of salt this morning. She said, 'Good morning! I know what you give me, Sheep. You give me wool. The wool keeps me warm. Our balls of worsted are made of your wool, and so is the dress I have on. Thank you, Sheep; thank you!' Then she gave us some water."

When the sheep had finished speaking, the gentle old cow said, "How kind Patty is! Bob likes to give her rides; sheep like to give her wool; I like to give her milk."

By and by the cow spoke up again. "Friend Bob," she said, "did Patty thank the hens, too?"

"Yes," answered Bob. "I heard her thank them. Then she gave them some corn."

"What do the hens give Patty?" asked the sheep.

"They give her eggs," answered the cow.

Then Bob said, "Patty told the hens that she liked their eggs for breakfast, and that her mother made cake with some of the eggs, too. Patty said 'Thank you' to us all. I wonder what put it into her head to come and thank us this morning."

"It was her good little heart that put it into her head to come and thank us all," said one of the sheep, wisely. "I heard Master say that this is Thanksgiving Day. I heard Patty's grandfather ask her this morning if she knew why Thanksgiving Day is kept. She answered, 'Oh, yes! It is the day to say Thank you, for everything, and that is why I hurried out into the barnyard this morning.' And her grandfather said, 'To whom did you say Thank you, out in the barnyard?' And Patty answered, 'Why,

to all of them; to Bob, and the cow, and the sheep, and the hens!' Then I heard her grandfather say, 'I am glad that you remembered the kind, useful animals that give us so many things to make us happy and comfortable.'"

And when the sheep had finished speaking, the gentle old cow said, "How kind Patty is! Bob likes to give her rides; sheep like to give her wool; hens like to give her eggs, and I like to give her milk. Moo, moo! Good Patty."

—EMILIE POULSSON in *In The Child's World.*

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) something love tell thank gave
kind wool eggs rides

(New) about Patty patted know

Game No. 23 (page 151).

Group Words

about a little girl how kind
about Patty your good milk
heard her thank keep me warm

Sentences

Build sentences, using the words listed above.

Phonetics (*kn* and *out*)

From "know" develop *kn* and the following words:
knot knit knee

From "out" develop *out* and the following words:
out about snout rout shout

Fourth Step—Reading Lesson. (Primer, pages 90-94.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (THANKSGIVING)

I. Supplementary Story. "The Visit," Maud Lindsay in *More Mother Stories.*
II. Conversation. Thanksgiving.
III. Poem. "Thanksgiving Day," Lydia Maria Child.
IV. Song. "The First Thanksgiving Day," Gaynor in *Songs of the Child World.* Part II.

V. Song Game. "Thanksgiving Song," Gaynor in *Songs of the Child World.* Part I.

VI. Occupation.

Illustrate the above poem, "Thanksgiving Day."

THE LITTLE CHRISTMAS TREE

First Step—The Oral Story.

Three fir trees once lived on a hill. One tree was tall and beautiful, with wide-spreading branches; one tree was not so tall, but it was growing bigger every day; one was a little tree, but it hoped that some day it would be as tall as its biggest brother.

Summer had passed and all the maple trees and oak trees and birch trees had lost their leaves long ago. One day the snow began to come down upon the three trees and soon it covered the ground. "Christmas is coming!" said the trees. "We want to be Christmas trees! Santa Claus will soon come and take us away. It will be great fun!"

By and by a little bird came hopping along over the snow. The little bird was lost and could not find his mother. Poor little bird! He was so cold and weak that he could not fly, but he hopped along until he came to the big fir tree. "Are you a kind tree?" he asked. "May I sit in your branches? The snow is so cold!" The big tree said, "No, no! Little Bird. I don't want birds in my branches. I am going to be a Christmas tree!" And it drew its branches away from the poor little bird.

"How cold I am," said the bird to himself. "I wish I could find a kind tree! It would keep me warm." He went on up the hill. Soon he came to the next fir tree. "Are you a kind tree?" he asked. "May I sit in your branches? The snow is so cold! I am lost, dear Tree, and I cannot find my mother." Now this tree was not kind, either. It was just like the first tree. So it said, "No, Little Bird, no! I don't want birds in my branches. I am going to be a Christmas Tree!"

So the little bird went on up the hill. Soon he came to the little fir tree. He was almost afraid to ask again, but he knew that night would come by and by, and that he must find a warm place to stay. So he said, very softly, "Little Tree, I am lost. May I sit in your warm branches? The snow is so cold!" Now the little fir tree was kind. It was not like the other fir trees. So it said, "Oh, yes, dear Bird! You may sit in my branches. I shall be glad to have you here."

How happy the little bird was! The little fir tree was happy, too; it

stood straight up, trying its best to keep the wind off the little bird. By and by the bird heard something—he heard the sound of silvery bells. A sleigh was coming up the hill—a sleigh drawn by a reindeer! It came nearer and nearer. It did not stop at the big fir tree; it did not stop at the next fir tree; on it went until it came to the little tree, and then the reindeer stopped. "It has come to us!" said the bird.

Out jumped a man, with long white whiskers. Can you guess who he was? "What a pretty tree!" he said. "I want it for a Christmas tree!" So he took the little fir tree with him in the sleigh. He took the little bird, too. "I will take you to Patty," he said to the bird. "She will keep you warm." Away they all flew over the snow in the sleigh drawn by the reindeer. How happy the little bird was! How happy the little tree was, too! For the silvery bells kept ringing and ringing—and they seemed to say, "You are going to be a Christmas tree, kind little fir, you are going to be a Christmas tree!" —MARY MCDOWELL.

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) hill snow coming along wish stop

(New) Christmas upon branches other sleigh jumped

Group Words

was not so big	at the big tree	was lost
could not find	at the next tree	was kind
next tree	what a pretty tree	was not kind

Sentences

Build sentences, using the words listed above.

Phonetics (other)

From "mother" develop *other*, and the following words:

brother another

Games Nos. 27, 28, 29 (page 152).

Fourth Step—Reading Lesson. (Primer, pages 95-100.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (CHRISTMAS)

I. Supplementary Story.

(1) "The Little Fir Tree," Andersen.

(2) "Santa Claus," Maud Lindsay in *A Story Garden.*

II. Conversation. Christmas.

III. Poem. "The First Christmas," Emilie Poulsson in *Three Years with the Poets.*

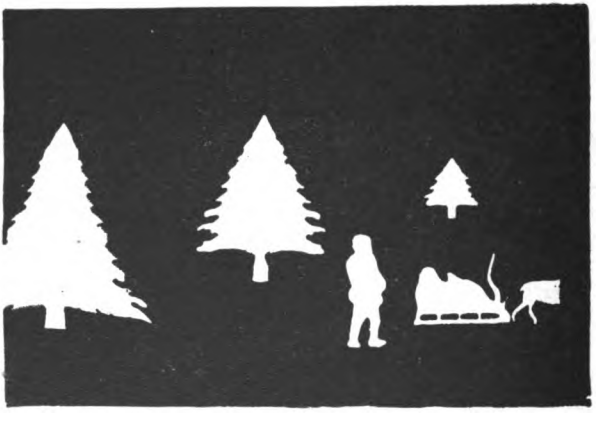
IV. Song.

(1) "Christmas Carol," Gaynor in *Songs of the Child World.* Part I.

(2) "Christmas Presents," *Lyric Music Primer,* page 42.

(3) "My Dream," *Lyric Music First Reader,* page 115.

V. Song Game. "The Legend of the Christmas Tree," Gaynor in *Songs of the Child World.* Part I.



VI. Occupation.

Poster. Christmas tree with Santa Claus, sleigh, etc., or toys, stockings, etc.

OUR FLAG

First Step—The Oral Story. (Memorize this poem.)

I know three little sisters.
You know the sisters, too,
For one is red, and one is white,
The other one is blue.

Hurrah for the three little sisters!
Hurrah for the red, white, and blue.
Hurrah! Hurrah! Hurrah! Hurrah!
Hurrah for the red, white, and blue.

I know three little sisters.
Three sisters you can tell;
For one is love, one purity,
One, truth we love so well.

Hurrah for the three little sisters!
Hurrah for the red, white, and blue.
Hurrah! Hurrah! Hurrah! Hurrah!
Hurrah for the red, white, and blue.

—E. L. McCord.

Second Step—Dramatization.

CHARACTERS

Children to say poem
A child to represent Love
A child to represent Purity
A child to represent Truth

SCENE

The three children carrying flags march in from cloak room or hall. Children in seats repeat the poem. As "red" is mentioned the child representing Love, bows. When Love is mentioned the same child bows again. In turn the children representing Purity and Truth respond similarly. All salute the flag on last line of each stanza.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) know three flag red white blue
(New) sisters

Group Words

three little sisters the other one red, white, and blue

Sentences

Build sentences, using the words listed above.

Phonetics (Review *fl* and *ow*)

flag	fly	floor	know
flew	flowers	snow	blow

Game No. 30 (page 152).

Fourth Step—Reading Lesson. (Primer, page 101.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (OUR FLAG)

I. Supplementary Story. "The Red, White, and Blue," Laura E. Richards in *Five Minute Stories.*

II. Conversation. Flag.

III. Poem.

IV. Song.

(1) "America."

(2) "Salute to the Flag," Gaynor in *Songs of the Child World.* Part I.

(3) "Our Flag Is There," *Lyric Music Primer,* page 104.

V. Song Game. "Our Flag," Tomlins in *The Child Garden of Song.*

VI. Occupation.

Make flag by using red, white, and blue paper.

THE EASTER RABBIT

First Step—The Oral Story.

One day Little Rabbit was sitting by the roadside, when all at once he saw Ray and May coming along, hand in hand. They did not see Little Rabbit, for he was behind some bushes. "Easter is coming soon," said May. "Let us make a nest in the yard. The Easter Rabbit will see it

and leave pretty eggs in it for us—blue eggs and red eggs and eggs of all colors." "All right," said Ray. "Let us make a nest. Let us begin now." And away the children ran to get grass and hay for the nest.

Little Rabbit had heard everything Ray and May said. He thought it would be great fun if he could play that he was the Easter Rabbit and put eggs into the children's nest. So he ran straight home to his mother and said, "Mother, I want to be the Easter Rabbit."

"What is the Easter Rabbit?" asked his mother in surprise, for she had never heard of such a thing in all her life.

"Oh, he is the rabbit that puts pretty eggs into children's nests every Easter," answered Little Rabbit. "Ray and May are going to make a nest in the yard. I heard them say so. I want to put eggs into it."

"Oh, no, Little Rabbit," said his mother. "Do not go away from home. You must not let Ray and May see you. They will catch you."

"I like Ray and May," said Little Rabbit. "They will not catch me." And he kept thinking what fun it would be to put Easter eggs into the children's nest.

By and by Mother Rabbit went to the garden to get some dinner, and just as soon as she was out of sight, Little Rabbit ran to see if he could find Easter eggs for the nest. Over the field and down the road he ran. Ray and May saw him and ran after him, shouting, "Stop, Little Rabbit, stop! Let us catch you. We want to give you some dinner!" But Little Rabbit ran too fast for them, and called out,

"Boys and girls cannot catch me,
For I'm the Easter Rabbit, you see!"

He thought it was great fun to lead Ray and May such a chase—but dear me, all at once he ran right into a net that someone had put in the yard! Before he could set himself free, Ray came up to him and said, "Oh, now we have you, Little Rabbit! We will keep you in the barn."

So they took him to the barn, and patted him, and gave him green leaves for dinner. But poor Little Rabbit was frightened and wanted to see his mother. When Ray and May saw that he was not happy, they said, "Let us take him to the yard and set him free. He will put Easter eggs into the nest." So they took Little Rabbit to the yard and set him free. How he did run down the road! But as he ran away he heard Ray and May crying, and he felt so sorry for them that he stopped. "I will go back to the yard," he said. "I want to make Ray and May happy. I want to be the Easter Rabbit. I will look for Easter eggs in the yard."

So Little Rabbit ran back to the yard and hunted everywhere for pretty Easter eggs. But he could not find a single egg. Then he looked in the nest that Ray and May had made to see if any other rabbit had left Easter

eggs in it. Can you guess what he saw there? He was so surprised that all he could say was, "Dear me! Dear me!" over and over. For there in the nest were two pretty little kittens—one white as snow, the other black as coal. And while he was peeping at them from behind a bush, the mother cat came along. She was carrying a gray kitten in her mouth, and she put it into the nest, too.

Just then May came to the nest to see if the Easter Rabbit had left any Easter eggs in it. When she saw the kittens she clapped her hands in surprise and joy, and called out to Ray, "Come, Ray! See what is in the nest!" Ray came running as fast as he could. "Three baby kittens!" he cried. "They are prettier than any Easter eggs." How happy Ray and May were! Little Rabbit was happy, too. "I guess I am not the Easter Rabbit, after all," he said to himself. "The cat is the Easter Rabbit!" Then he ran home to his mother.

—ANNE SCHÜTZE.

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) Ray road make want find patted gray
(New) Easter catch stopped

Group Words

will leave pretty eggs	could not find any	came along
let us catch you	will go back	coming soon

Sentences

Build sentences, using the words listed above.

Phonetics (et)

From "let" develop *et*, and the following words:

get wet set met net pet

Game No. 31 (page 152).

Fourth Step—Reading Lesson. (Primer, pages 102-107.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (EASTER)

I. Supplementary Stories.

(1) "Old Man Rabbit's Thanksgiving Dinner," Carolyn S. Bailey in *For the Story Teller.*

(2) "Cinderella's Egg Hunt," Madge Bingham in *Stories of Mother Goose Village.*

II. Conversation. Easter.

III. Poem. "Lily of the Resurrection," Lucy Larcom.

IV. Song. "Easter Song," Gaynor in *Songs of Childhood.* Part I.

V. Song Game.

VI. Occupation.

(1) Cut Easter lilies and mount for Easter cards.

(2) Cut Easter eggs and color.

IN THE BARNYARD*

First Step—The Oral Story.

White Cow, Piggy Wig, Red Hen, and Gray Pony lived together in a big barnyard. One fine morning the barnyard folk were up very early.

"Woof, woof!" said Piggy Wig. "What a good day to eat and sleep!"

"Cluck, cluck!" said Red Hen. "What a good day to go to the garden! I can find some corn there."

"Moo, moo!" said White Cow. "What a good day to eat hay!"

"Good morning," said Gray Pony. "What a good day to give rides!"

When the other barnyard folks heard Gray Pony talk about giving rides, they all began to laugh at him.

"Woof, woof, Gray Pony!" said Piggy Wig. "I want to eat and sleep. I don't want to give rides."

"Cluck, cluck!" said Red Hen. "I want to go to the garden. I don't want to give rides."

"Moo, moo!" said White Cow. "I want to go to the meadow. Master

* For supplementary suggestions see pages 288 and 261.

has left haycocks there. I want to eat some of the nice sweet hay. I don't want to give rides."

But Gray Pony said, "You may spend the day as you want to, but as for me, I want to run. I want to give Master a ride."

Just then the master came to the barnyard and said, "Piggy Wig, you may eat and sleep all day. Red Hen, go to the garden and you will find something to eat there. White Cow, go to the meadow and you will find hay there. Gray Pony, come to me and we will go to see a sick girl who lives far, far away." For Gray Pony's master was a doctor, and he wanted to make the sick girl well.

Then the master saddled Gray Pony and jumped upon his back. Away they went galloping, galloping, galloping, and by and by they came to the home of the sick girl.

The master went into the house and left Gray Pony waiting patiently at the gate. Before long the master came back to Gray Pony and said, "We helped the sick girl and soon she can go out to play. You are a good pony. Now we can go home."

Gray Pony was so happy that he tossed his head and neighed. When the master jumped upon his back, away he went galloping back to the barnyard. He found all the other barnyard folk waiting to meet him.

"Cluck, cluck, Gray Pony!" said Red Hen. "I ate corn in the garden. What a good day I have had."

"Moo, moo!" said White Cow. "What a good day I have had. I ate hay in the meadow."

"Woof, woof!" said Piggy Wig. What a good sleep I have had! I had a good dinner, too."

Then Gray Pony said, "How happy I am! I have had a good day, too! I helped the little girl."

—FRANCES WELD DANIELSON.

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) good meadow hay master jumped helped
(New) pony sick galloping

Group Words

a big barn yard	came back	what a good day
eat and sleep	away they went	far, far away

Sentences

Build sentences, using the words listed above.

Phonetics (Review)

Game No. 23 (page 151).

Fourth Step—Reading Lesson. (Primer, pages 108-112.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (BARNYARD ANIMALS)

THE HORSE

I. Supplementary Stories.
   (1) "A Wise Old Horse," in *In the Child's World.*
   (2) "The Little Gray Pony," Maud Lindsay in *Mother Stories.*
II. Conversation.
III. Poem.
IV. Song.
V. Song Game. "The Little Pony," Hailmann in *Songs, Games, and Rhymes.*
VI. Occupation.
   (1) Freehand cutting of horse.
   (2) Fold wagon.

THE COW

I. Supplementary Stories.
   (1) "Imgard's Cow," Maud Lindsay in *More Mother Stories.*
   (2) "Patsy the Calf," Maud Lindsay in *More Mother Stories.*
II. Conversation. Cow.
III. Poem. "The Spotty Cow," Laura E. Richards in *Five Minute Stories.*
IV. Song. "Thank You, Pretty Cow," Hailmann in *Songs, Games, and Rhymes.*
V. Occupation.
   Freehand cutting of cow and milk pails.

ALICE AND THE BIRD

First Step—The Oral Story.

The bright sun was up, shining, and it was time for all children to be up, too, but a little girl named Alice was still lying asleep in her bed. "Wake up! Wake up!" twittered the wee little, sweet little voice of a bird just outside her window. Little Alice popped her black eyes wide open and listened. "Wake up, Little Girl! Wake up!" sang the bird. Then Little Alice hopped right out of her bed and ran to the open window to look out. There sat the little bird in a tree, twittering, "Wake up, Little Girl! Wake up!"

Alice dressed herself as quickly as she could, in a neat little blue frock, and ran down stairs to breakfast. After breakfast she took her doll and went to play with Patty. At first Alice and Patty played happily with the doll and had no end of fun. But by and by the sun grew hot, and the two little girls began to grow cross. When Alice was holding the doll, Patty cried, "I want the doll! Give it to me!" Then Alice held it tight in her arms and said, "No, I want it. It is my doll!" All at once Alice heard the wee little, sweet little voice of the bird singing, "Give up! Give up!" Alice looked up, and there in a tree sat the little bird, twittering, "Give up! Give up!" "I hear you, Little Bird," said Alice. "I will give up! I will give up! Patty, you may have the doll." And Alice smiled and put the doll in Patty's lap. And after that, the two little girls played happily together until it was time for dinner.

When Alice went home to dinner she could not find her mother anywhere in the house. "Oh, where is Mother?" cried the little girl. "I want my dinner!" She felt so lonesome and hungry that two big tears rolled out of her black eyes and fell on her neat little blue frock. Just then she heard a wee little, sweet little voice twittering, "Cheer up! Cheer up!" "Thank you, Little Bird," said Alice, beginning to laugh. She looked up and there sat the bird in a tree, twittering, "Cheer up, Little Girl! Cheer up!" "I will cheer up! I will be happy!" said Alice. Then she ran to play with her black kitten. She sang merrily, and was happy while she waited for her mother.

By and by Alice's mother came home. After dinner she took Alice for a long ride. The happy little girl saw the blue sea and the yellow sand and the white daisy fields and the green woods. Then her mother put Alice to bed, but she was so wide awake thinking about the sea and the sand and the fields and the woods that her black eyes would not shut up. All at once she heard a wee little, sweet little voice twittering, "Shut them up, Little Girl! Shut them up!" This time Alice knew without

looking that it was the same little bird that had been near her all day. So she called out from her snug little bed, "I will shut them up, Little Bird! Thank you for your cheery songs!" And soon she was fast asleep. How happy the little bird was! It had helped Alice all day.

—EMILY ROSE BURT in *Story-Telling Time.*

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) bed shut want sang saw
(New) doll cheer

Group Words

cheer up	wake up	fast asleep
shut up	give up	jumped out of bed

Sentences

Build sentences, using the words listed above.

Phonetics (*up* and review *ake*)

From "up," develop *up* and following words:

cup pup sup

Fourth Step—Reading Lesson. (Primer, pages 114-117.)

DARK PONY

First Step—The Oral Story.

Once upon a time there was a pony named Dark, who took little people to Sleepytown every night. One night as Dark Pony was galloping along the road, he was stopped by a little boy named Noddy. Noddy said,

"Take me down
To Sleepytown."

Then Noddy jumped upon Dark Pony's back and away they went galloping, galloping, galloping.

Soon they came to a little girl whose name was Niddy. Niddy said,

"Let me go, too.
Take me with you!"

Dark Pony stopped galloping and Niddy jumped up behind Noddy. "Go, go, Dark Pony!" she said. Away they went galloping, galloping, galloping.

Soon they came to a white dog. The dog said,

"Bow, wow, wow!
Take me now!"

So Dark Pony waited while Noddy jumped down to get the dog, and tucked it right under his arm. Then he jumped upon the pony's back and said, "Go, go, Dark Pony!" Away they went, galloping, galloping, galloping.

Soon they came to a black cat, who cried,

"Mew, mew, mew!
Take me, too!"

When Dark Pony stopped galloping Niddy jumped down and picked up the black pussy. Then she jumped upon the pony and said, "Go, go, Dark Pony!" Away they went galloping, galloping, galloping.

By and by they came to a barn, and there on top of the barn was a red cock, crowing,

"Cock-a-doodle-doo!
Take me, too!"

When Dark Pony stopped for the Red Cock, Niddy said, "Come, Red Cock! You may sit behind me." So Red Cock sat behind Niddy, and away they went, galloping, galloping, galloping.

Soon they came to the woods. All at once a little gray squirrel jumped out from behind a tree and called to them merrily,

"Can you see
A place for me?"

Now Gray Pony couldn't see, but Niddy could, and she said, "Yes, Gray Squirrel, I see a place for you. Sit by the red cock."

So the squirrel jumped up and sat by the red cock, and then Niddy said, "Go, go, Dark Pony!" Away they went galloping, galloping, galloping.

What a happy company they were as they went galloping on and on, each one in his own way singing a song. Soon the songs grew soft and low, and Dark Pony began to go very slowly.

At last Dark Pony stopped, for he had come to Sleepytown. All the eyes were shut. Niddy and Noddy and White Dog and Black Cat and Red Cock and Gray Squirrel were all fast asleep.

—FOLK TALE.

Second Step—Dramatization.

Third Step—Word and Sentence Development: Phonetics.

Words

(Review) once night name shut
(New) Sleepytown dark Noddy Niddy place

Group Words

may sit behind me	jumped up behind	on and on
fast asleep	away they went	sang and sang
let me go	once there was	were shut

Sentences

Build sentences, using the words listed above.

Phonetics (*ame* and *id*)

From "name" develop *ame,* and the following words:
dame came same game tame
From "did" develop *id,* and the following words:
hid lid Niddy

Fourth Step—Reading Lesson. (Primer, pages 118-124.)

SUGGESTIONS FOR SUPPLEMENTARY WORK (SLUMBERLAND)

I. Supplementary Stories.
(1) "Little Sleepy Head," Maud Lindsay in *A Story Garden.*
(2) "Lovely Moon," Maud Lindsay in *A Story Garden.*
II. Conversation.
III. Poem. "My Bed Is a Boat," Stevenson.
IV. Song.
(1) "Lullaby," Gaynor in *Songs of the Child World.* Part II.
(2) "Galloping," *Lyric Music First Reader,* page 102.
V. Song Game. "Some Lullabys," Gaynor in *Songs of the Child World.* Part II.
VI. Occupation.
(1) Cut moon and stars.
(2) Fold a bed.

SUMMARY OF PART FIVE

Phonetics

1. All consonants, including c, ç, ġ, ḡ, s, and ş.
2. Vowels.

ē	ō	ȳ

3. Blends.
   a. Beginning.

cr	sh	fl	kn	gr
br		sl	sn	tr

   b. Endings.

an	at	ad	ag	—	—	—
en	et	ed	—	—	—	ell
in	it	id	ig	—	ing	ill
—	ot	—	—	—	—	—
un	ut	—	—	up	—	—

ay	ee	ind	o͝o	ound
ake	eep	ight	ook	ould
and	ear		ome	own
ack			ouse	other
ame			ove	orn
			ōw	out
			o͡w	

Phonogram Word List

The following list contains all the words developed in the text, together with additional words, which are included for the purpose of enlarging the material for drill upon the various phonetic elements.

at	*en*	*ay*	*in*	*ad*
at	den	bay	in	bad
bat	hen	day	bin	fad
cat	men	gay	din	had
fat	pen	hay	fin	lad
hat	ten	jay	gin	mad
mat	then	lay	pin	pad
pat	when	may	sin	sad
rat	wren	nay	tin	brad
sat		pay	win	clad
vat	*ome*	Ray	chin	glad
chat	come	say	grin	shadow
flat	some	way	spin	
plat		bray	thin	
slat	*ouse*	clay	twin	
that	house	dray		*eep*
cattle	mouse	gray		deep
		play		keep
	ot	pray	*ee*	peep
an	dot	slay	bee	weep
an	got	stay	fee	creep
can	hot	stray	see	sheep
Dan	jot	sway	wee	sleep
fan	lot	tray	chee	steep
man	not		flee	sweep
pan	pot		tree	
ran	rot			
tan	tot	*ē*		
clan	blot	be	*ōo*	*ove*
plan	plot	he	coo	above
span	shot	me	moo	dove
than	spot	we	too	love
began	trot	ye	whoo	shove

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bow
cow
how
mow
now
brow
plow
bow-wow

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corn
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whack

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yell
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shout
spout
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gout

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mother
another
brother
smother

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cup
pup
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came
dame
fame
game
lame
name
same
tame
blame
flame
shame

id
bid
did
hid
lid
rid
slid
Niddy